

Enterprise Audit Tool



What is an Audit Tool?

An audit tool is an effective way to initiate discussion and development of an issue. This audit tool is specifically directed towards identification and enhancement of enterprise elements within a course. Using this will enable you to verify the many aspects of enterprise already addressed in a course and will allow activities to be identified, clarified and badged as enterprise to students. The audit makes clear the range of activities which contribute to the issue and may reassure colleagues that quite a lot of work may already be developed in the area; though perhaps not explicitly identified as being directed toward the development of enterprise in graduates.

Here, the term 'enterprise' is defined as 'having ideas, doing something about them and taking advantage of opportunities to bring about change' and can occur in any number of contexts including technological, social, environmental, political or ethical. The desirable graduate characteristics which can be classified as enterprising will include being creative, possessing the ability to solve problems, add value and bring about change and can be demonstrated by many students, and will generally improve learning, employability, and job satisfaction.

The term 'entrepreneurship' however is used in the context of business start-up and development and is in a sense, economic enterprise. Not all students are able to be, or even want to be, entrepreneurial. For those wishing to extend the audit to include entrepreneurial aspects, an additional section (section 8) of audit questions has been provided directed towards the business / economic aspects of enterprise (fund raising, business planning, income / expenditure, cost / price, balance sheets, contracting) and other aspects related to entrepreneurship (loneliness, long hours, flexibility, uncertainty, difference between self-employed and employed lifestyles). Other audits may be more applicable if, for example, generic skills specifically or work-related learning are the main issues of interest.

The Enterprise Audit Tool can be downloaded from the Centre's website: www.bioscience.heacademy.ac.uk/resources/audit.aspx

The Enterprise Audit Tool can be changed to suit your requirements. This audit tool was last updated in December 2011.

Other Audit Tools available from the Centre including Assessment and Work Related Learning: www.bioscience.heacademy.ac.uk/resources/audit.aspx



How to use the Enterprise Audit Tool

The audit should be carried out with respect to the totality of provision within a course. The numeric scoring system allows for the situation where an issue might be addressed but only superficially or at the wrong time. Only score 4 if you believe the course optimally deals with the audit point.

In the various aspects of enterprise score 0-4 for **each** of the audit points depending on how closely you believe these audit points are **optimally** achieved in the course being audited.

- Score 0 if the audit point has not been seriously considered at all.
- Score 1-4 if the audit point has been considered but reflection indicates it is
 - poorly (1);
 - partially (2);
 - adequately (3); or
 - optimally (4) satisfied.

Make a subjective judgement and score accordingly. Think about it from the student's point of view as well as that of the course team.

Having completed the enterprise audit you should analyse each of the audit points with a score of 2 or less:

- What possible options could be envisaged which would satisfy the audit point?
- Do resource or other constraints make any of these options unrealistic?
- At what point in the course could appropriate changes be made?
- Which changes would most benefit enterprise aspects of the course?
- Can a realistic action plan be formulated to introduce these changes into the course before the next intake of students?

Are there potential **quick wins**? There may be something that you or your colleagues could do very easily that would not cost a lot in terms of resources or time.

Are there changes that require **longer term planning**? Does the change require agreement of others / resource allocation / time to implement?

Collect all your action points into the **action plan** at the back of the audit tool.

Having instituted changes as a result of the Audit the process should be repeated in 12-24 months.



1. General appreciation / understanding

	Score
Do academic staff have a common understanding of the term enterprise and its relationship to entrepreneurship?	
Are staff aware that significant development of enterprise may take place at school, before students start in higher education?	
Are students made aware of the term enterprise and its relationship to entrepreneurship?	
Are students made aware that enterprise can be demonstrated throughout their time in higher education as well as in employment?	
Are students made aware that enterprise will help with their learning as well as with work / employment?	
Are students made aware of examples of enterprising actions in a variety of contexts (e.g. technological, economic, social, political, ethical enterprise)?	
Are students aware of the importance of enterprise to employers and its influence on employability?	
Are students aware enterprise can be demonstrated in small personal ways (e.g. initiating collection of aluminium cans at work) as well as large corporate ways (e.g. by redesigning a production process to be 50% more efficient)?	
Are students made aware that differences in the mission / culture of organisations may encourage or discourage the demonstration of enterprise by employees?	

2. Enterprise skills

	Score
With your students do you address...	-----
The importance and development of innovation and creativity?	
The importance and development of persuasiveness and negotiation?	
The importance and development of communication skills (both one-to-one and in groups)?	
The development of project / task management?	
The importance and development of time management?	
The importance and development of negotiation and networking?	
The importance and development of leadership skills and methods?	



2. Enterprise skills (cont.)

	Score
With your students do you...	-----
Deal with team building as well as group working skills?	
Teach students how to appraise the quality of an opportunity?	
Is the teaching and practice of all these skills specifically and explicitly identified as linked to the development of enterprise?	

3. Enterprise attitudes and behaviours

	Score
With your students do you...	-----
Address the importance and development of confidence?	
Address the importance and development of initiative taking and opportunity seeking?	
Address the importance and development of commitment to deliver and a 'can-do' attitude?	
Address the importance and development of strategic thinking?	
Address the measurement of risk and the need for risk taking?	
Develop and discuss appropriate professional attitudes with students?	
Address the importance and development of human and material resource management skills?	
Address the importance of identifying and developing high aspirations?	
Teach about ethics and integrity and its relationship to enterprise?	
Are your students aware of the importance of enthusiasm and drive in successful enterprise?	
Is the teaching and practice of all these attitudes and behaviours specifically and explicitly identified as linked to the development of enterprise?	

4. Enterprise knowledge

	Score
Are your students aware of the broad picture and current developments in particular subject areas of the disciplines they are studying?	
Is teaching linked with research and the link with enterprise made clear?	
Are students aware of current research problems in your subject areas which may represent opportunities for enterprise?	



4. Enterprise knowledge (cont.)

	Score
Do staff and other students know of enterprising activities demonstrated by students of your discipline outside their discipline area?	
Do you specifically teach about intellectual property rights (e.g. copyright, patenting)?	
Are students aware in outline of the requirements of legislation relevant to enterprise activities (e.g. Health and Safety; Equality and Diversity)?	
Does teaching make use of appropriate problem based learning / scenario based methods?	
Does problem based learning / scenario based teaching make appropriate use of real world problems and examples?	

5. Integration and identification of enterprise in your curriculum

	Score
Do you use an enterprise skill matrix to identify appropriate skills and their learning / practice?	
Are aspects of enterprise specifically included in the learning objectives for the programme or module?	

6. Enterprise in different contexts

	Score
Do you involve students further on in the course and / or returning graduates to illustrate the enterprising activities in which they have participated at school, higher education or in employment, to current students?	
Is reflection on and review of teaching / learning about enterprise actively promoted within the course?	
Do students appreciate enterprise can be demonstrated in different contexts (technological enterprise; social enterprise; environmental enterprise; economic enterprise, political enterprise and others)?	

7. Staff attitudes to and involvement in enterprise

	Score
Is enterprising teaching of the subject area by staff identified and rewarded?	
Do staff who are involved in enterprise / entrepreneurial activity make these activities known to students?	
Are members of teaching staff aware of the enterprising activities currently undertaken by other members of staff?	



8. Entrepreneurial skills / knowledge and attitudes

	Score
Are your students aware of the...	-----
Different frameworks within which businesses can be organised (e.g. sole trader, partnership, company)?	
Sources of information and advice available (within the institution, city and nationally) for business start-up?	
Contents of / how to write a business plan?	
Legal environment in which businesses operate, including tax and national insurance, health and safety legislation and contracts?	
Difference between cost and price?	
Characteristics of an entrepreneurial lifestyle?	
Availability of 'bio-incubator'-type resources and other support resources which may be available within your institution?	
Are your students informed about the sources of funding and resources which are available to help grow businesses and how to approach fund raising?	
Are your students able to construct / understand a balance sheet and do they know the differences between capital, working capital, recurrent expenditure, invoicing and receipt of income?	
Have your students...	-----
Considered the advantages and the disadvantages of running a business as opposed to being employed?	
Analysed their personal aspirations with respect to entrepreneurial activity they might undertake?	
Analysed their personal attitudes and lifestyle with regard to their suitability for involvement in entrepreneurial activity?	
Thought through the consequences of success and of failure of their potential business(es)?	
Assessed the potential of any entrepreneurial activity they might undertake and are they aware of the tools available to accomplish this?	



Action Plan

Make a note of the resources you will need and whose help will be required.

1.

2.

3.

4.

