

BREMNER, P. A. M., CRAWFORD, I. and GODSMAN, F. 2019. Developing students' innovation and enterprise skills through external collaboration. Presented at the 2019 Department for the Enhancement of Learning, Teaching and Access (DELTA) Learning and teaching conference (LTC 2019): learning without borders, 2 May 2019, Aberdeen, UK.

Developing students' innovation and enterprise skills through external collaboration.

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2019



Developing students' innovation and enterprise skills through external collaboration



Dr Pauline A M Bremner,
Izzy Crawford and Fiona
Godsman SIE CEO

To outline the Scottish Innovative Student Awards (SISA) process from the SIE

To provide a progress update on SISA

To demonstrate the student enhancement

To outline how this collaboration has built capacity

Take Away's

What are the Scottish Innovative Student Awards (SISA) from the Scottish Institute for Enterprise (SIE).



Scottish Innovative Student Awards (SISA)

WHAT IS SISA? – An award process that develops your innovation skills and provides you with an opportunity to apply for certificates.

CERTIFICATE LEVEL	How is it achieved?
1. FUTURE THINKER	In class activities & on-line reflection
2. INNOVATION CATALYST	Attend national one day workshops
3. INNOVATION CHAMPION	Application/on-line worksheet

WHY PARTICIPATE?

- Develop future-ready skills that will open up new career opportunities
- Enhance your studies by gaining a greater understanding of innovation
- Stand out in the graduate recruitment market







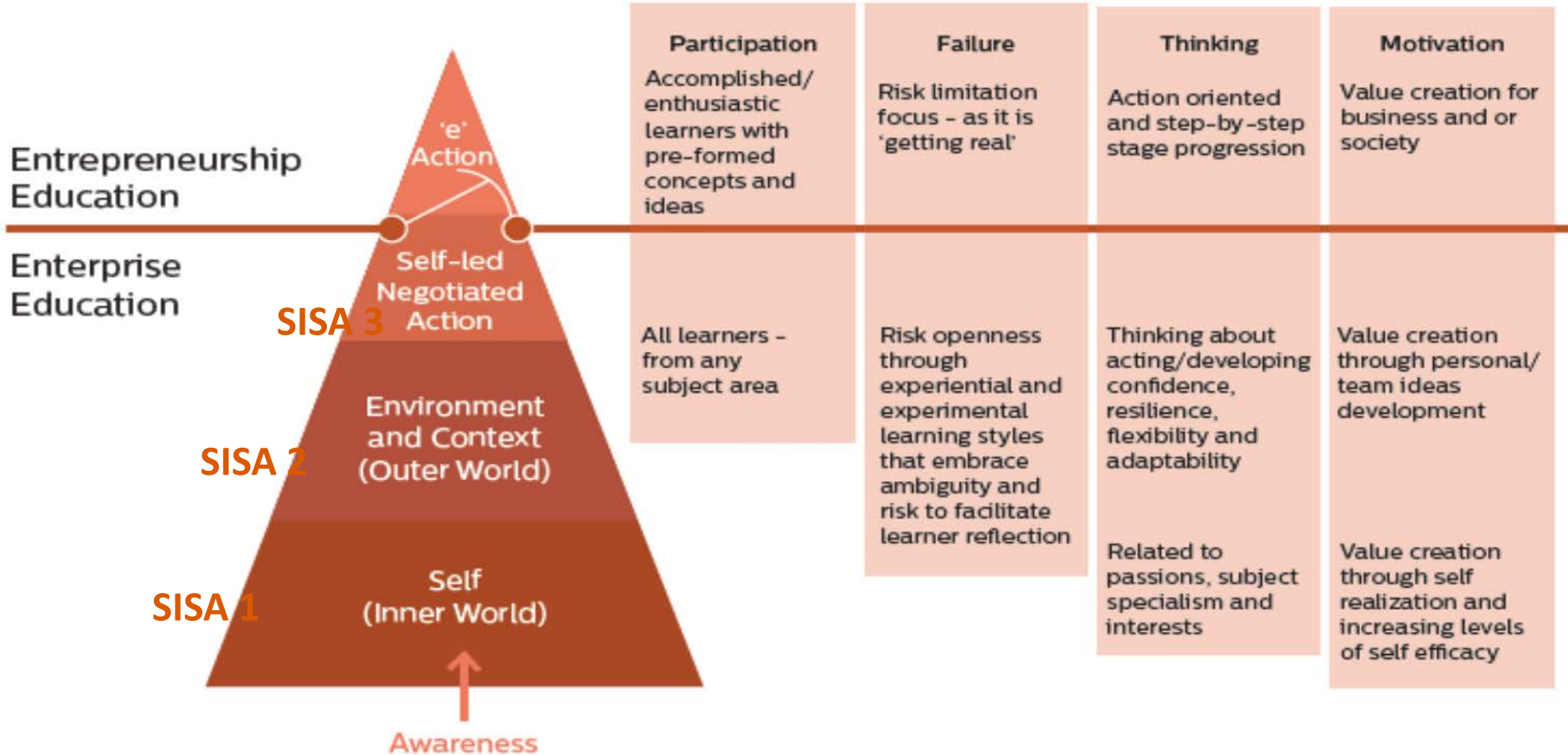


**Scottish
Innovative
Student
Awards**



Delivered by the Scottish Institute for Enterprise, with the support of DHI, CENSIS & The Data Lab.





Ref: Enterprise and Entrepreneurship Education: Guidance for UK Higher Education Providers. QAA, Jan 2018





Future Thinker Skills

SISA certified
Level 1
sie

- ✓ Self-awareness & self-efficacy
- ✓ Adaptability, foreseeing
- ✓ Creative problem solving
- ✓ Opportunity recognition
- ✓ Collaboration
- ✓ Communication

the element being offered in support of accreditation should be a minimum of 2 hours. ¶
2. → Timings—please confirm how long your course/module runs for during the academic year. ¶
This is to help with our planning of level 2 and planning for subsequent years ¶

⊕ Please give details confirming why your Course/Module/Workshop outcomes will deliver SISA Level 1 outcomes and demonstrate desired competencies. 2 ¶

You can attach supporting documentation here, for example, course or module descriptors or information showing what students' will gain from taking part in a workshop you are running. ¶

¶ Module outcomes include that students will be demonstrably able to: ¶

Plan and design a communication project for a defined audience, in response to a (real) client brief, applying relevant theoretical concepts and principles, and making effective use of appropriate media. ¶

Participate in a structured group task and evaluate individual contributions to the group effort. ¶

Present a professional proposal to the client, incorporating clear accurate information and workable, cost effective solutions. - ¶

¶

The students are assessed on their individual contributions to the group oral pitch to the client and the group written proposal, as well as on their individual report reflecting on the assignment, their group effort in producing the proposal and the lessons they have learned. The clients are business professionals, working in the commercial, public and third sectors and they mentor their groups as well as providing feedback on performance during the pitches. The content produced is used by clients. ¶

¶

The module content includes: working with clients, consultancy work, project management tools and techniques, project planning, working as part of a team, organisational mission, vision and values, preparing a costed budget, fundraising and sponsorship approaches, media production and editing, media relations and social media marketing, risk analysis, event planning, professional writing and presentation. ¶

¶

⊕ Students completing an accredited level 1 course/module/workshop will be asked to go online and demonstrate in a short online application that they are a future thinker. Please state how your course/module/workshop will get students reflecting on at least one new aspect of their future, for example, future skill development and enhancement, future workplace innovation or future new ventures of their own. ¶

¶

The individual reflective report produced by the student as part of their assessment take the form of a theoretical justification for the proposal and a reflective analysis of personal/group development. They discuss specifically what they have learned from the theory and experience of undertaking the group project that they will take into the future when called upon to work on a project, with a client and/or as part of a group. This self-reflection is a fundamental component of the individual report. Students discuss skills and experience gained but often also reflect on their own performance, in terms of motivation, time management, communication, leadership and so on. They gain experience of acting as consultants and delivering a product to a commercial client, of creating a team, of working as a team in a commercial way, of budgeting and considering how as a commercial consultancy they would cost their services, of observing client confidentiality in a commercially competitive world, of managing an often tricky client relationship. In many instances this will be the first time they have had experience of these aspects of the professional environment. Because the clients come from a wide range of sectors, they gain knowledge and understanding of the context in which such businesses operate. ¶

¶

¶

Robert Gordon University (RGU) is the first university to achieve accreditation from the Scottish Innovative Student Award Scheme (SISA).

Created by the Scottish Institute for Enterprise (SIE), SISA will allow universities to deliver additional courses which equips students with a forward-thinking and enterprising business skillset.

The scheme will be delivered in modules running in tandem with students' regular degree programmes and has been designed in conjunction with three of Scotland's Innovation Centres; DataLab, Digital Health and Care Institute and CENSIS.

RGU's School of Creative and Cultural Business is the first university to receive accreditation and the students can complete Level 1 'Future Thinker' while



Certificate of Accreditation

Scottish Innovative Student Awards (SISA) Academic Year 2018/2019

The Scottish Institute for Enterprise awards SISA Level 1 Accreditation to:

Course/Module/Workshop: **Communication Project Management (BS3922)**
Institution: **Robert Gordon University**
Educator: **Professor Rita Marcella**

The accreditation recognises that the learning outcomes are aligned with the SISA Level 1 outcomes, thereby enabling students to understand creative thinking and innovation techniques, and their impact on the future as well as developing the following innovative competencies:

- Self-awareness and self-efficacy
- Flexible and adaptable, seeing alternative perspectives
- Opportunity recognition
- Creative problem solving
- Collaboration
- Communication

Students on an accredited course/module or workshop are eligible to apply for their SISA Level 1 Certificate.

11/10/2018

Date of Issue

Fiona Godsman
Chief Executive, SIE

In partnership with:



Innovation Catalyst Skills

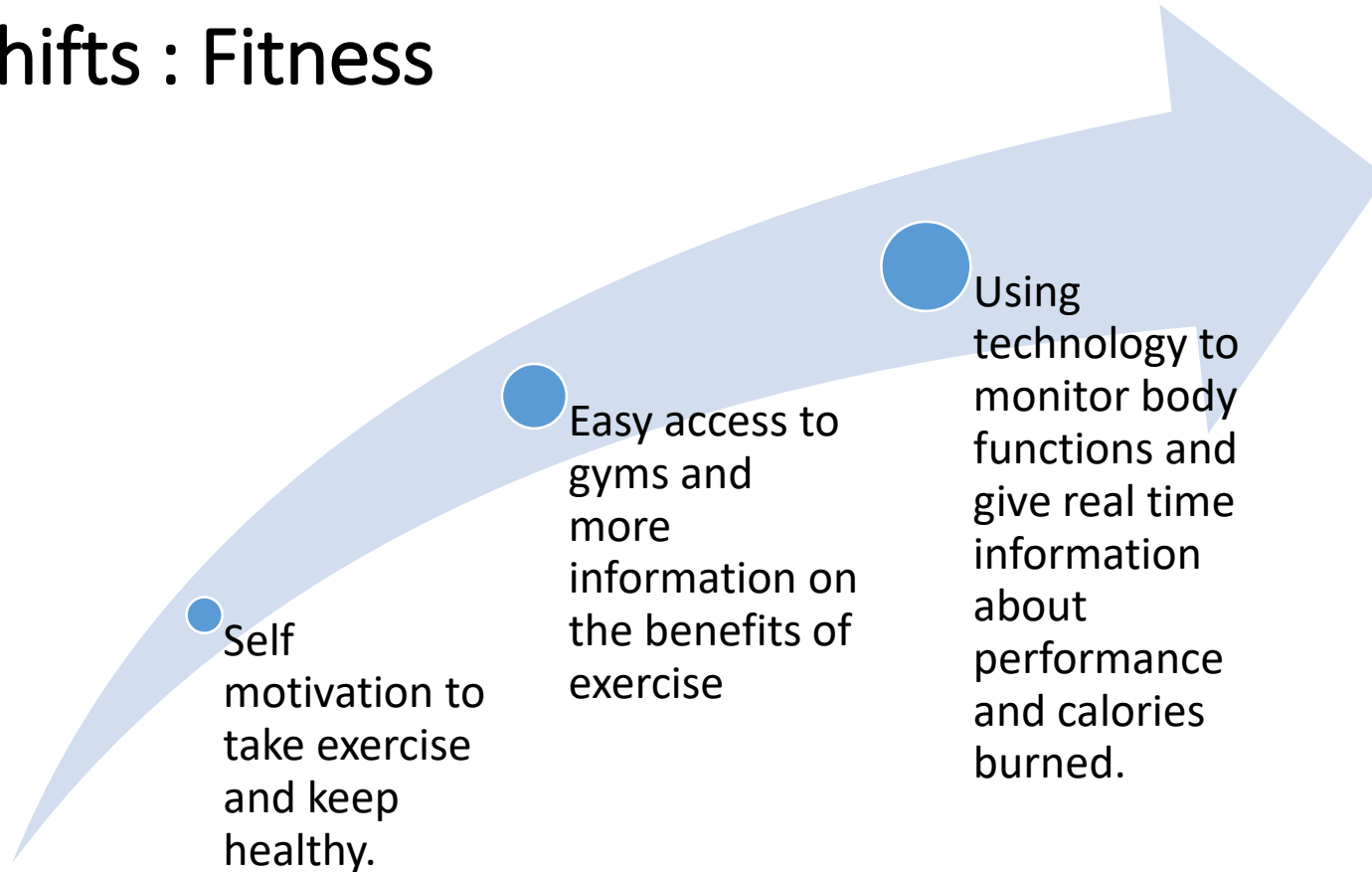
SISA certified
Level 2

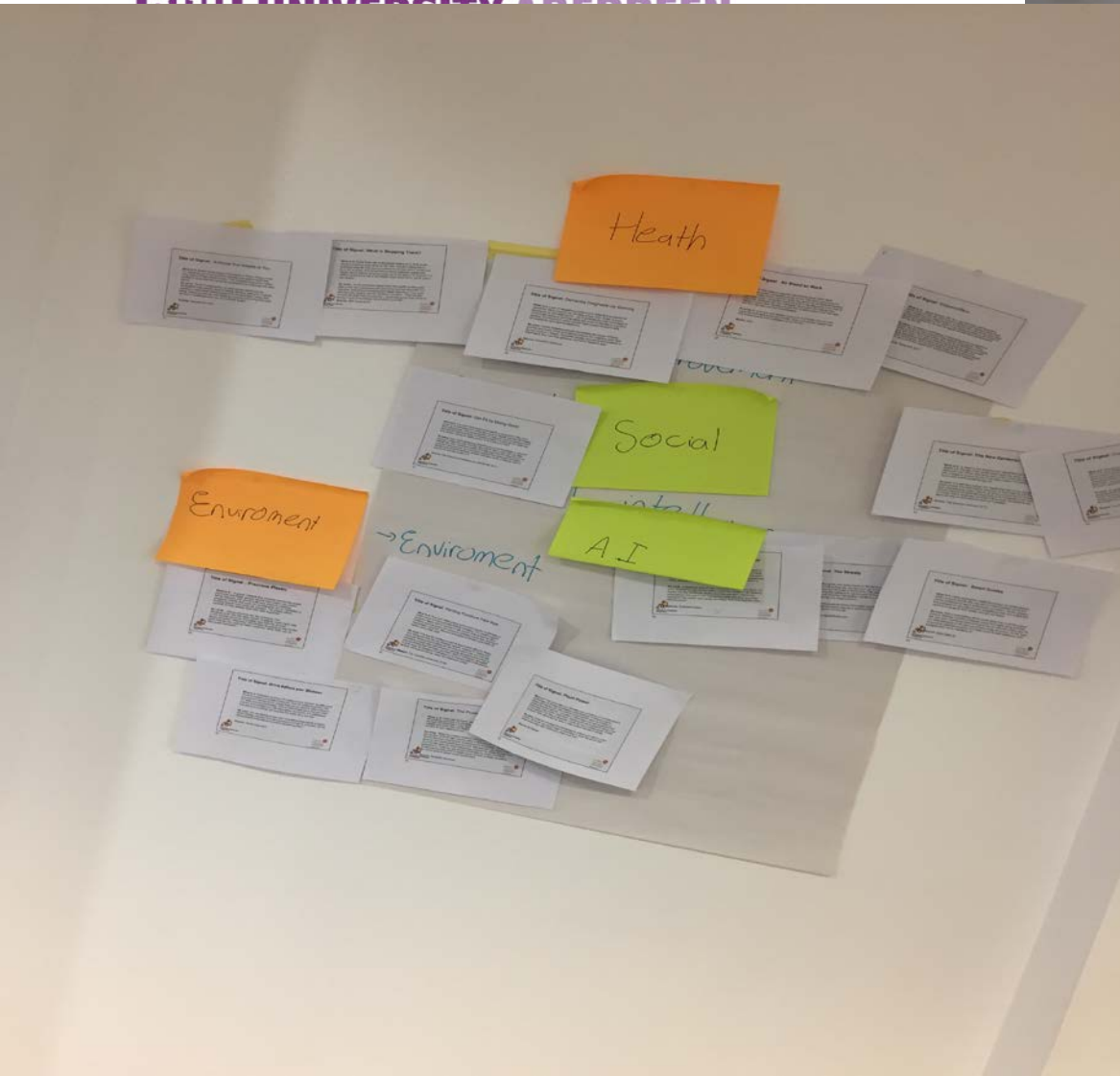
sie

- ✓ Managing ambiguity and uncertainty
- ✓ Co-design
- ✓ Pitching
- ✓ Influencing, communication and negotiation
- ✓ Innovation and intuitive decision making
- ✓ Civic responsibility



Big shifts : Fitness





WORKSHEET: Identifying

at future might look like we need to investigate the implications and identify future...

use of change accelerates some of these signals that are addressing these drivers create using these signals and may be...

the template below to record your industry sector you are interested in (local and national) that of this driver. You can use a for each driver:

- Toilet seat warmer → APP
- Poop water diaper
- electronic hand - wiper
- massage
- built in - screen for entertainment
- Water-less toilet
- compressed waste
- butt Lash

AUTOM. ANALYSIS OF "SAMPLE" → APP

SELF CLEANING

radio (addon) for everyone

Amrathan Tait
Senior Business and Innovation Advisor, SIE

Applying for Level 3
Jonathan Tait
Senior Business and Innovation Advisor, SIE

Awarding of Certificates

15.45 - 16.00

16.00 - 16.30

Introduction to the Innovation Centres

highpoint

Saving environment Saving money

low cost convenience higher

Review system - some are quite leading to... Potential to include... debt/costs or payroll

**** for car/cab/airline Borrowed clothing/items - make money or spend in sustainable Social Network circular social economy - donations of old items and option to create money.

Swap Shop Circular economy Steps over consumption of fast-fashion etc.

Collect and deliver Request an item/post about item for rent company uses a cut-off cycle transaction.

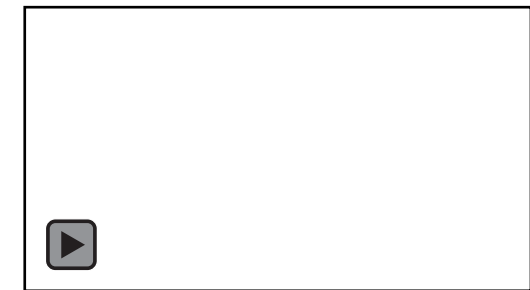
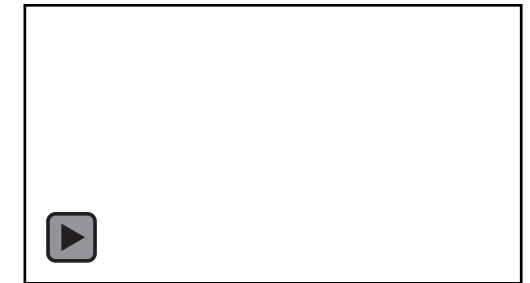
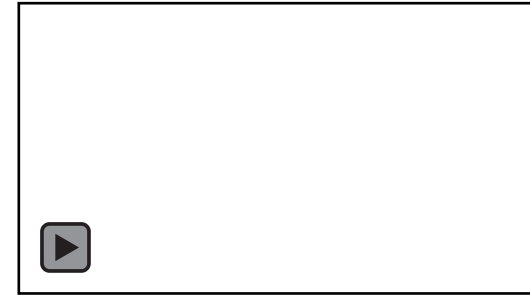
Three articles about social good Fine for late return/bankruptcy Save money: - cheaper section fast-fashion/buying new items - earn money/points - app is free

Sold Money / Consultant / Ethical / Sustainable / Local

Ariely Perel Holger Hol Holena Mehdi Aouine

Liang-Hua, Cheng Theodor Rirkrai Chokun (KK) Sarah Johnson.

SOS
Swap Social



personalising the future (3)

How will your drivers/impacts and signals impact on human needs and expectations? What could the day to day reality be for people experiencing them within your framework? What will change for them and will these changes be a good or negative experience?

drivers of change (1)

Use this box to record the framework you are using. The Future Of..... The framework can relate to a sector or an issue that you are interested in. Then start to think about the drivers of change that are changing this sector or issue. Think big forces rooted in Social, Technological, Economic, Environmental or Political changes. What is their potential impact on this sector or issue?

Drivers

Impacts

your innovations(5)

What do you think could be designed to meet these new needs and expectations? Briefly outline what you think are the opportunities for innovation to shape the future you want for people. Don't be tempted to give too many but focus on 1 or 2 good opportunities/ideas. These can relate to products, services, community initiatives, policies and technologies.

emerging expectations (4)

What new human needs and expectations will emerge from these changes you have identified?

signals of inspiration (2)

Briefly describe a few signals that you have identified around these drivers and impacts. How have they prompted you to think about the future?

who (6)

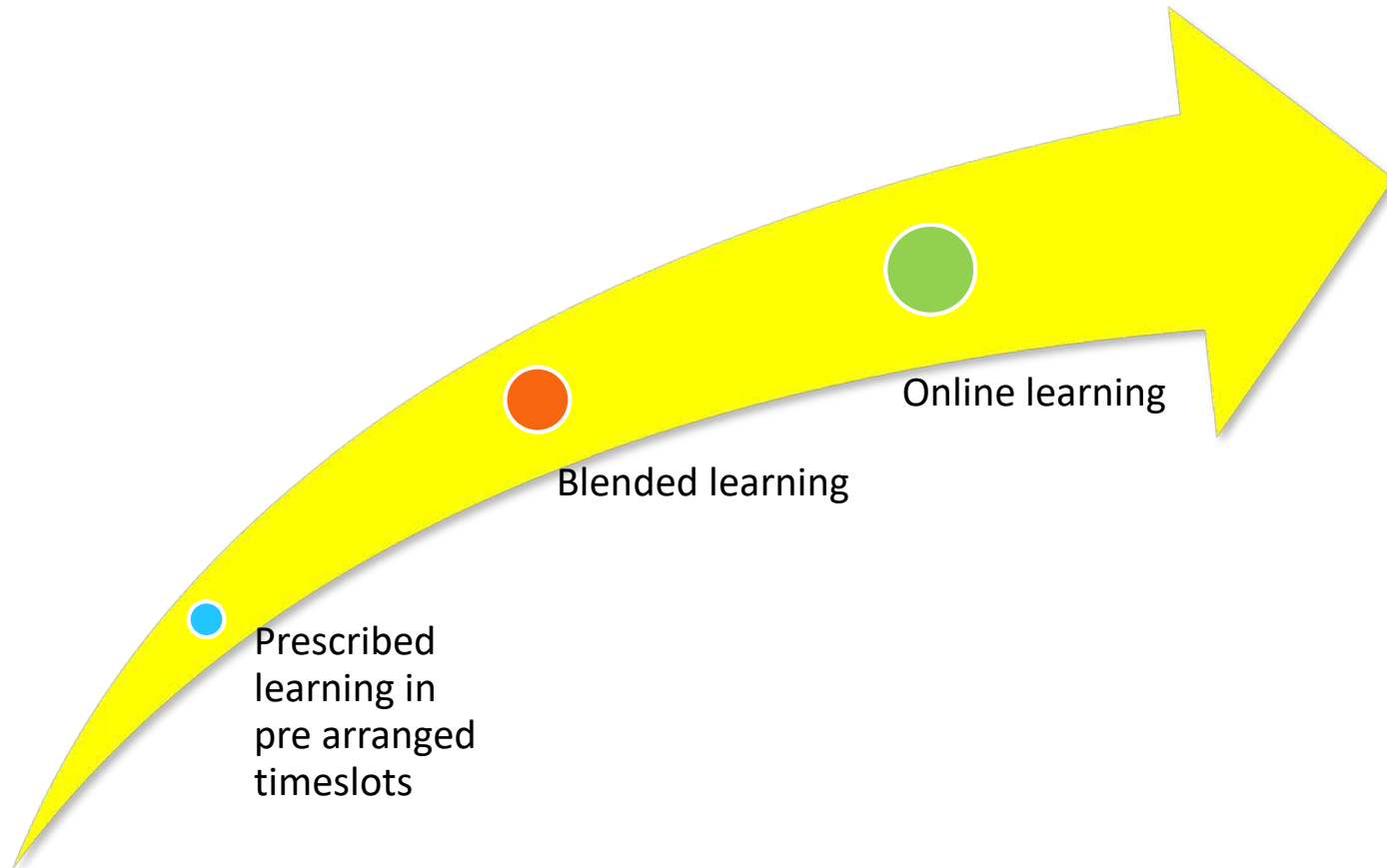
Use this box to give some shape to a definite group of customers who might want to experience a future that includes your innovations. What would they value about your ideas? What benefits would they see in them that could give rise to your ideas being created or actioned in the present?

Innovation Champion

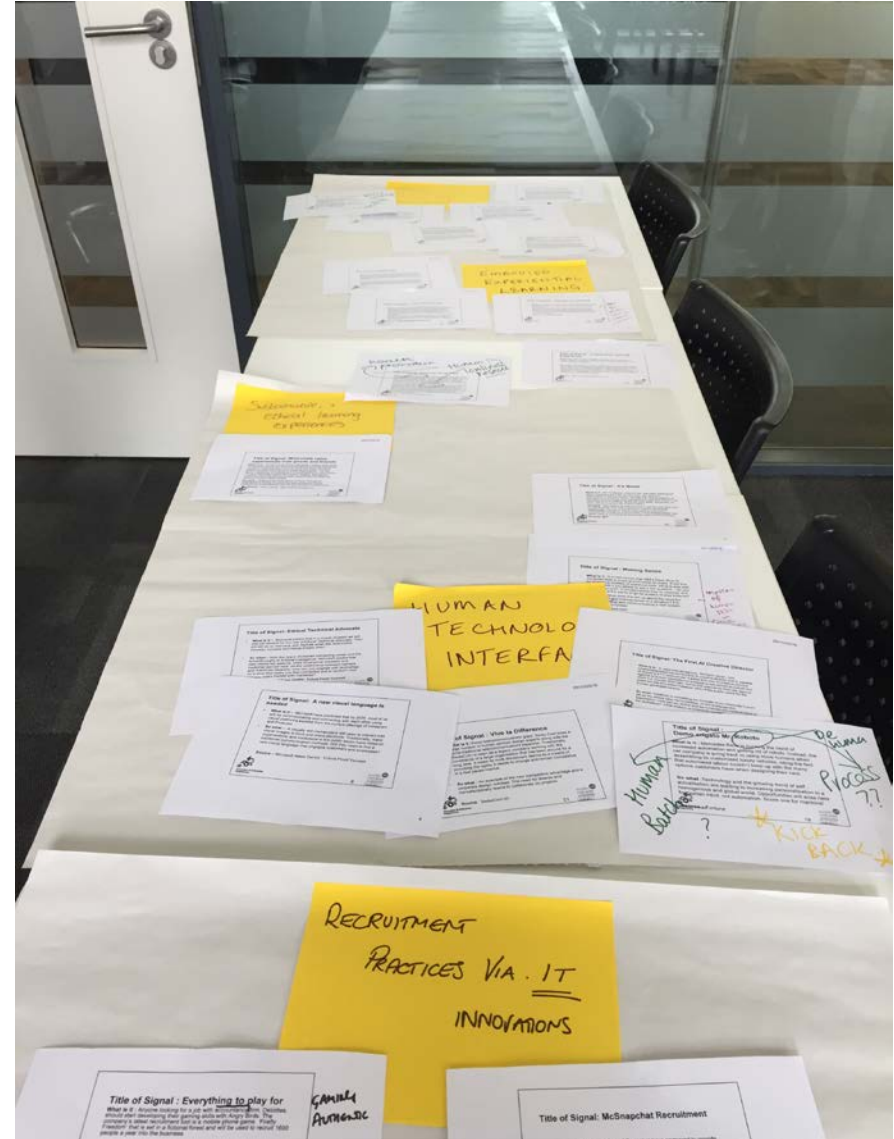
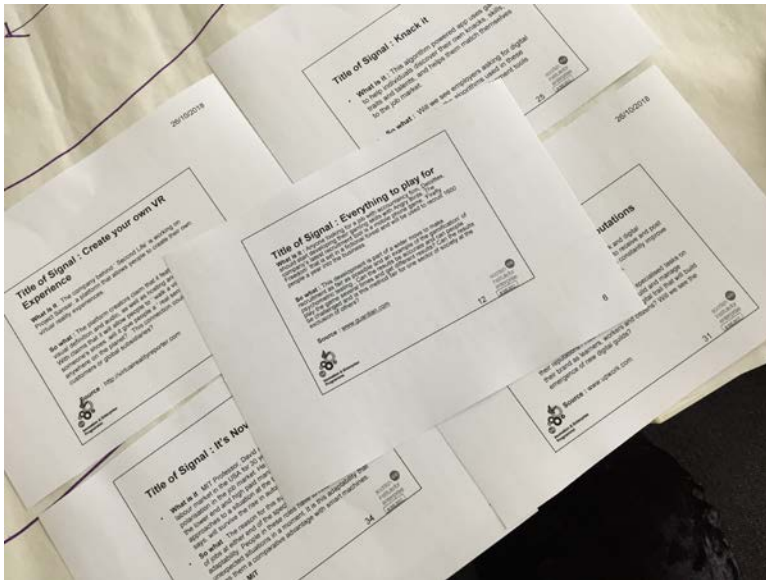
SISA certified
Level 3
sie

- ✓ Demonstrates intent to take action
- ✓ Able to critically reflect and evaluate
- ✓ Able to research and plan in order to develop an innovative idea

Big Shifts: A learning and work example



Also held a staff workshop :



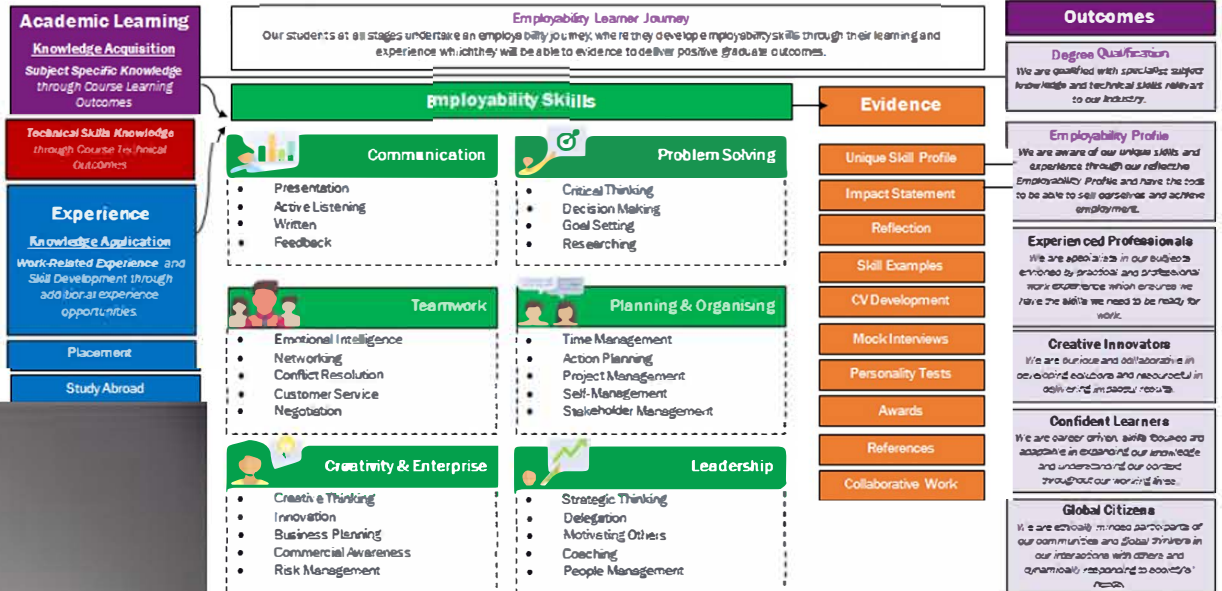
Progress to date:



#96084526



Outcomes in the Graduate Outcome Framework





QAA



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