

# International Entrepreneurship Educator's Programme

## Entrepreneurial Learning - Pedagogical Note Series

### 41. Undertaking an Institutional Audit

#### 1. What is Undertaking an Institutional Audit?

There is wide agreement that the impact of any entrepreneurial education initiative is dependent upon the culture and structure of the organisation within which it is implemented. It is also clear that, in the Further and Higher Education context there are numerous initiatives that are being pursued in the organisation of an entrepreneurial nature upon which educational initiatives can build. Examples include: Careers Service programmes; knowledge transfer activities; science and technology park developments; business and industry information services; research; students projects; alumni engagement; visiting fellowships; publications; individual consultancies; and secondments. Finding entrepreneurial activities already being undertaken in the organisation and the people pursuing them is a key strategic step for the entrepreneurial educator, providing the opportunity for their engagement in partnerships, adding value to their existing activity.

In addition it will be important to explore the formal strategic commitment of the organisation to entrepreneurial activities, for example active contribution to regional development and substantial concern for the use of knowledge generated in the organisation and reward systems designed to underpin this.

The institutional audit is therefore a means for identification of key opportunities for the educator.

#### 2. How can an Audit be Conducted?

An Audit can be conducted by Questionnaire, and/ or by personal interview or merely, to be begin with by casual enquiry and estimation. An example of an Audit Framework is shown below focused upon the last mentioned approach. It is designed to test the awareness of the educator of the culture and structure of the institution in supporting entrepreneurial activity and, as such, provides the basis for building a strategy. Reflecting the strategic orientation, the final column provides the analyst with the opportunity to assign priorities for influence in relation to their own capacity and resource.

#### Assessing the Entrepreneurial Capacity of a University/College

##### Scorecard for assessing Progress

##### YOUR CONFIDENTIAL IMPRESSIONISTIC VIEWS (WITHOUT INVESTIGATION)

##### 'IT APPEARS TO ME THAT':

##### Present position

	Low				High	
	1	2	3	4	5	My priority to influence (score out of 10)
1. My institution overall has a strong commitment to the use of knowledge in practice						
2. My institution measures it's excellence by its credibility with a wide range of stake holders (as opposed to narrowly through research excellence and						

teaching/exam results)						
<b>3. My institution is highly focused upon solving the problems of society</b>						
<b>4. My institution is heavily engaged in practice, and committed to, regional development</b>						
<b>5. Entrepreneurship is central to my institution's strategy</b>						
<b>6. My institution's Entrepreneurship Initiative is led by the VC's/CEO's office</b>						
<b>7. There is a high level staff member leading entrepreneurship education in my institution</b>						
<b>8. My institution has a high gearing of private to public funding</b>						
<b>9. My institution has a large number of consultancy/development contracts with industry</b>						
<b>10. My institution is heavily engaged in technology transfer</b>						
<b>11. My institution has a technology park/centre or science</b>						
<b>12. My institution has a system to reward those staff with high credibility with the stakeholder environment</b>						
<b>13. The staff and students of my institution are heavily engaged with firms on the science/technology park</b>						
<b>14. My institution has a new venture incubator</b>						
<b>15. My institution has a very open IP Policy for staff and students</b>						
<b>16. My institution is unafraid to employ and give status to practitioners</b>						
<b>17. My institution has close links with entrepreneurs</b>						

<b>18. My institution makes considerable use of entrepreneurs</b>						
<b>19. My institution gives status to entrepreneurs</b>						
<b>20. My institution is committed to having entrepreneurship education programmes in most departments</b>						
<b>21. Each department has an entrepreneurial curriculum champion</b>						
<b>22. There are enterprise training opportunities for all staff</b>						
<b>23. My institution has a strong commitment to teaching 'for' as well as 'about'</b>						
<b>24. My institution rewards good teachers</b>						
<b>25. My institution gives strong support to the use of innovative enterprising pedagogies</b>						
<b>26. We have many international partnerships</b>						
<b>27. There is a very strong entrepreneurship student body</b>						
<b>28. There is an opportunity in my institution for any graduate who wishes to start a business to be given support</b>						
<b>29. There is a strong institution commitment to interdisciplinary R and D (perhaps measured by numbers of interdisciplinary centres)</b>						
<b>30. There are numbers of cross disciplinary degrees/diplomas</b>						
<b>31. Rewards systems are in place for those who specialise in development of business and community links</b>						
<b>32. Strong support is given in my institution to experiential (tacit) learning in all degrees</b>						

<b>33. There is a firm policy of support for Life Long Learning</b>						
<b>34. There are special loan arrangements for graduate enterprise</b>						
<b>35. There is a strong focus upon the personal development of students in my institution</b>						
<b>36. There is close alignment of this 'contract' to a futures view of the work, social and community life-world of the graduate</b>						
<b>37. The institution's Careers Advisory Service is highly geared to support entrepreneurship</b>						
<b>38. My institution is designed as an entrepreneurial organisation</b>						
<b>39. Generally attitudes towards enterprise are supportive in my institution</b>						
<b>40. My institution has detailed knowledge of all entrepreneur alumni</b>						