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# NOTES FROM **THE TEAM**

On the Monday morning of Magazine Challenge, three Publishing students, four Graphic Design students, an English student and a Mass Communications student were selected at random to create a magazine celebrating and showcasing entrepreneurial education across universities and colleges in Scotland (no pressure!). If you had asked any of us to explain why entrepreneurial education was so important on that first morning, we would have come up empty. However, through our involvement with the publication of 'Behind the SEEN' and seeing firsthand all that is taking place across the universities and colleges in Scotland, it is clear that entrepreneurial education is pivotal for the personal and professional development of students across Scotland. This publication has greatly developed our creativity, resilience and problem-solving abilities while also increasing our confidence and employability skills to succeed post-graduation. We hope you enjoy reading this magazine as much as we enjoyed creating it!

*“Working with Nick has been a really great opportunity and an insight to graphic design!”*

## **Representing SEEN's goals and values:**

After first meeting with Nick, we saw that the point of SEEN Magazine was to showcase how entrepreneurial skills can be, and more importantly, are being taught by educators across Scotland.

The problem was that despite entrepreneurial skills being taught already, they weren't necessarily being labelled as such. Our goal now was to show *what was already there*, spotlighting what has been going unseen. This was represented by drawing from the colours typically associated with invisible ink kits in which ultraviolet light shows the hidden markings. This inspired a colour-scheme, as well as the line-work and doodle-like illustrations. These illustrations also helped make the magazine avoid feeling too corporate.

Nick also wanted a strong Scottish connection, which we kept in mind. Our colour-scheme worked for this too with its blues and white. Our favourite Scottish reference is shown in the subtle thistle seen within the lightbulb of the SEEN logo.

The illustrations we created are to see through the audience's eyes, the character reflects their own potential to create, question, and build something meaningful! Nick specifically asked to avoid making this magazine look corporate, leading to our friendly, personable mascot.

## **EDITORS**

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## Nick Fannin

*Nick Fannin is the Head of Enterprise at Edinburgh Napier University and is responsible for Bright Red Triangle, Edinburgh Napier University's innovation and enterprise hub.*

### **What would 'good' entrepreneurial education look like at a system level across Scotland?**

At a system level, good entrepreneurial education would be embedded in the curricula across all universities and colleges in all disciplines, enabling every learner to develop entrepreneurial capabilities. Crucially, it would be inclusive. Entrepreneurial education must widen participation and amplify diverse voices, empowering students from all backgrounds to see themselves as changemakers. When aligned with national priorities, it becomes a powerful lever for economic growth and social progress.

With Scotland's compact, connected tertiary ecosystem, good practice would be shared and staff would be supported through professional development and communities of practice and policy, funding and quality frameworks would align to reward innovation in teaching.

### **What is entrepreneurial education?**

Entrepreneurial education is about mindset and capability, equipping people to navigate uncertainty and take initiative rather than waiting for permission. It develops curiosity, creativity, resilience, collaboration and ethical awareness. This education gives students the confidence to turn ideas into action, spotting opportunities and having the skills to respond to all areas of everyday life.. In a rapidly changing world these capabilities are not optional extras – they are foundational life skills.

### **Scottish Entrepreneurial Educators and Networks**

(SEEN) led by Edinburgh Napier University and the University of the Highlands and Islands (UHI) connects and supports educators who want to embed entrepreneurial mindsets and methods into teaching and learning at every level of Scotland's tertiary education system.

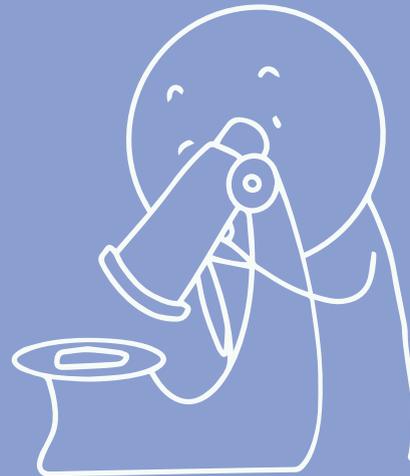
### **What advice would you give to educators wanting to incorporate entrepreneurial education into their classroom?**

Start small and start where you are. Across Scotland, there is a willingness to collaborate. Introduce a live brief from industry, reach out to enterprise teams, innovation hubs, local employers and third-sector organisations. You do not need to redesign an entire programme overnight. Most importantly, shift from content transmission to capability development. Ask students to identify real-world problems connected to your discipline, build in reflection on failure and iteration while encouraging teamwork and interdisciplinary thinking. Entrepreneurial education thrives when assessment values creativity, critical thinking and impact – not just recall.

*"I understood things from an employer's perspective."*

## School of Biological Sciences

Our Innovation, Creativity and Enterprise in Science course supports approximately 200 undergraduate students, giving biology students unique insights into enterprise within the life sciences. Through workshops and off-site visits to distilleries, medical product facilities and tree production sites, students explore how science and businesses intersect; this enhances their employability skills and understanding of entrepreneurship. Students produce reflective journals and develop a product to form the basis for a business canvas. They are encouraged to pitch their ideas in entrepreneurial competitions, building confidence and resilience by presenting to real audiences.



The course relies on external speakers and industry professionals, ensuring a broader practical focus while balancing academic input. Workshops emphasise creativity, problem-solving and pragmatic approaches to developing and running a business. Sites visits allow students to meet entrepreneurs and business leaders, gaining insights that inspire new ideas and ways of thinking. A start-up founder from a previous cohort, Two Raccoons, described how the course directed his career in an unexpected way, with skills such as structured brainstorming continuing to influence his work. The programme demonstrates how enterprise education can broaden horizons, equip students with practical skills, and encourage innovation across the biosciences.

## School of Medicine, Medical Sciences & Nutrition

We offer courses designed to give students the skills and confidence to identify solutions and turn them into reality. Course material covers customer and market focus, financial planning, advanced intellectual property and an assignment requiring students to draft their own patent and navigate a commercial journey from start to finish. The programme culminates in a 20-minute group pitch to local and national enterprises, fostering initiative, creativity and practical business understanding. The aim is to develop a prepared mind, ready to recognize and seize opportunities, something much harder to achieve without this experience.



*Dr Heather May Morgan, Dean of Enterprise and Innovation, and Senior Lecturer in Applied Health Sciences*

***“Covering a diverse range of topics including entrepreneurship, market research, business strategy, IP protection, regulatory pathways, company financials, this course significantly expanded my skill set.”***



Originally available only to students in the School of Medicine, Medical Sciences and Nutrition, the programme will expand to all students from August 2026. This reflects a commitment to ensuring graduates stand out in an increasingly competitive environment. Employers value our students' ability to think beyond their own discipline, understand the broader ecosystem of science and business, and navigate market, legal and regulatory challenges. Students leave the programme confident, aware of the wide range of career possibilities beyond the laboratory and equipped to manage their own professional development in a fast-changing world. Watching their final presentations, we are proud to see the course open their eyes to innovation, enterprise, and the boundless opportunities ahead.

GLASGOW

# CLYDE COLLEGE

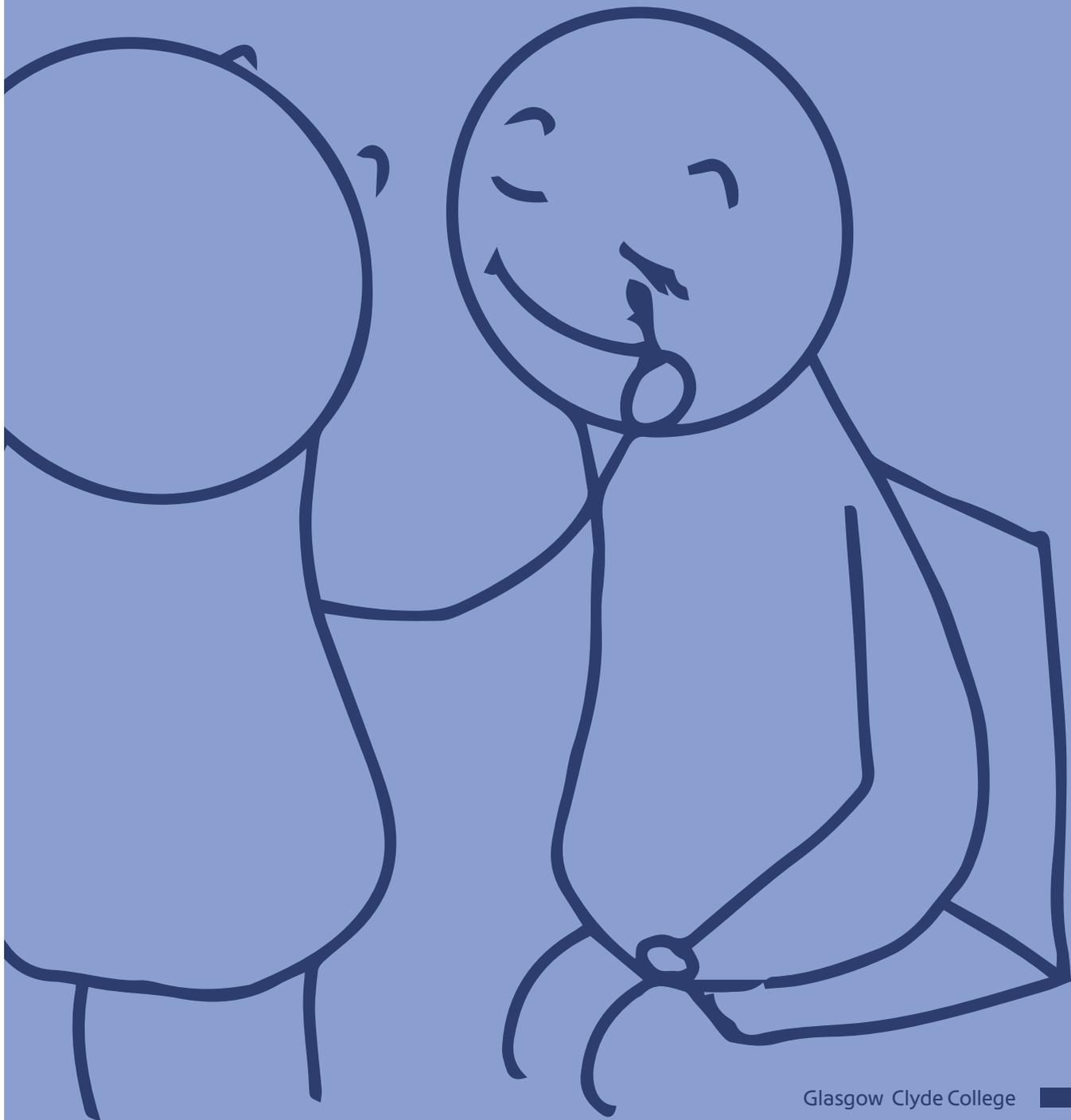
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*“The business planning unit gave me the confidence and tools to turn my passion into a thriving enterprise.”*

## Beauty Therapy

Our HND Beauty Therapy programme focuses on essential entrepreneurial skills required for the many students seeking self-employment opportunities. Our teaching method combines tutorials and industry guest lectures to encourage further funding and business opportunities for capable students including McFarlane. The mandatory unit ‘Preparing a Formal Business Plan’ is designed to provide these skills, challenging students to produce a formal business plan for a beauty industry venture. This ranges from bespoke spas to product development, utilising current market data combined with start-up costs to ensure the ventures affordability – requiring a suitable brand identity and specific promotional strategies to reach business success.

Teaching this unit within our curriculum provides students with both technical expertise and the confidence to launch their own sustainable ventures within a continuously developing industry. For example, student Chelsie McFarlane used her business plan to launch ‘Calming Cosmetics Glasgow’, a CBD and aromatherapy brand. This full time enterprise has earned her the Bridge2Business Enterprising Student of the Year Award (2022) and inspired developments in the product innovation course at Glasgow Clyde College.



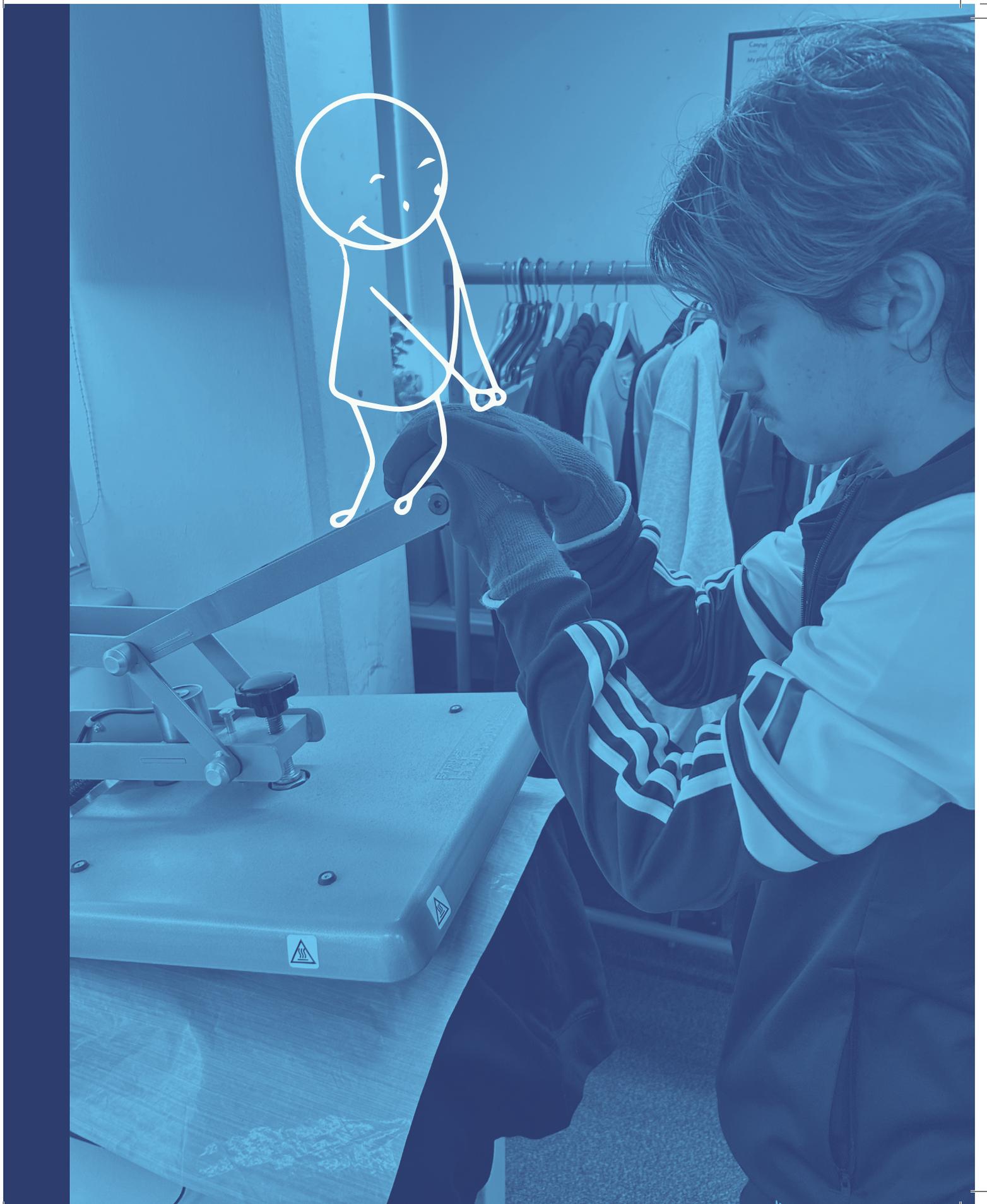


gift gang sale

## School of Supported Education

Our course in 'Skills for Life and Work' gives students with learning disabilities the opportunity to gain skills for life outside of education. We aim to provide meaningful, practical learning experiences that aid students with preparation for the workplace. The course offers practical, project based entrepreneurial opportunities. 'The Gift Gang' allows students to operate a fully functioning small business where they design, produce and promote homemade products such as bags, cushions, mugs and coasters. They sell these items at the campus store, Re:Store, and at external events. The entrepreneurial endeavour is authentic and immerses the students into a practical environment that involves interacting with customers, explaining products and handling transactions. The students are able to experience the reality of selling to the public and understand the factors that influence business decisions, whilst dealing with the unexpected challenges and changes of the business world.

'The Gift Gang' has had an increased and significant impact on the students' confidence, independence and aided in decreasing anxiety for employment outside of education. Students have become more informed about workplace expectations by actively participating in business tasks. Our students have shown increased pride in their work and have become more engaged and independent with course work; these positive behavioural changes within students has flowed into their personal confidence and outlooks on life.



## Hospitality and Events

Our 'Professional Cookery with Hospitality' course requires students to operate a restaurant or coffee shop, stall networking events, a year-round bistro operation and the chance to co-design and manage a booking system for selling unused goods. Students learn how to engage with and adapt to key entrepreneurial industry skills: such as, controlling commercial operations from pricing, menu design, marketing, customer service and financial management.

***“Doing these activities helps build my confidence and develop entrepreneurial skills like decision making, accountability and more importantly, allows me to show my creativity, which are so important to progressing in hospitality or even owning my own business one day...”***



Exposing real world commercial awareness proves to students how fundamental communication, teamwork and professionalism is required to challenge the heating tensions of the kitchen. This aspect fosters student resilience, self belief and confidence, adaptability and essential qualities for success within the hospitality sector. This equips students with the knowledge to transition into industry employment and with their newly sharpened skills and mindset developed in the classroom.

# SOUTH LANARKSHIRE

COLLEGE

## Inclusive Learning and Language Department for ASN

Our Inclusive Learning and Languages department embeds entrepreneurial learning through 'College Way Market', a sustainable enterprise initiative within our programmes Skills for Independence, Skills for Life & Work and Skills for Employment. These programmes are targeted to Additional Support Needs (ASN) students. 'College Way Market' began as a pop-up initiative to tackle student poverty by providing free, good-quality clothing, including smart workwear for interviews. Due to its success, students requested a permanent space and collaborated with Construction students to design and decorate a boutique-style shop at the college entrance. This expansion created a platform for entrepreneurial learning into the ASN curriculum and also enabled teamwork and collaboration with other student courses.

***"It was an interesting experience, learning how much clothes are wasted but how you can re-use and re-sell items."***

Our students have been gaining vital skills and practical experience of workplace routines such as stock management, quality checks and teamwork. Students personally prepare all items for sale; they gain experience in problem solving, decision-making and practical skills through curriculum focused work. These experiences nurture meta-skills such as self-management and initiative, increasing future employability and opportunities, as well as building confidence and independence. This holistic approach aligns with Skills Development Scotland's priorities for thriving in an ever changing environment. Several students have progressed to Project Search, mainstream FE courses, volunteering and paid employment. 'College Way Market' has provided the ASN students with the opportunity to develop their entrepreneurial skills and prepare for future employment and professional settings beyond education.

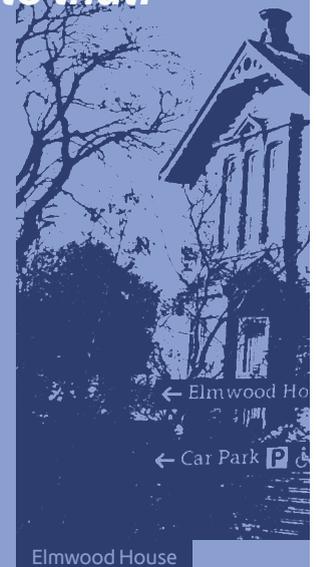
# SCOTLAND'S **RURAL COLLEGE**

## **School of Natural & Social Sciences**

At SRUC, we have introduced the Advanced Business Development module to third-year students, encouraging evidence-led decision making while critically reflecting on outcomes and consequences of managing their three year business. The module presents student groups with a two stage business challenge: first, requiring students to run simulation software and second, mirroring the financial, operational, managerial and environmental decisions required for their business to run. This is followed by a critical conclusion of team-based performance, reviewing how students have applied their business/entrepreneurship theory.

In both assessments, students must demonstrate appropriate commercial and consumer insights, making use of market and customer information in order to succeed. This provides students with the opportunity to exercise creative strategic thinking in a real-world context. The importance of responsiveness, effective research and sustainable thinking and leadership are key components of the activity. Students are provided with both academic and business-orientated feedback alongside their achieved skills when they receive a performance conclusion for the course.

***“The simulation has definitely helped develop my understanding on the requirements of running a business, and has been a real eye opener for how quickly the market can change and the need to respond to that.”***

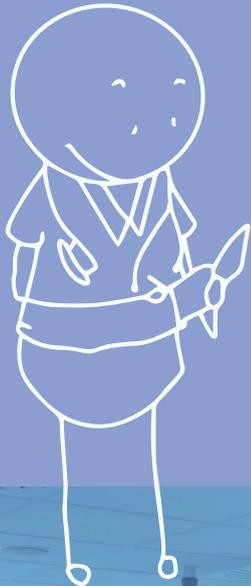




## BSc (Hons) Sustainable Golf Management

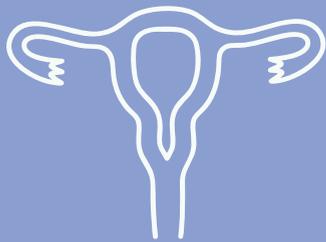
This year we will be launching our BSc (Hons) Sustainable Golf Management course in September. The course offers students full time work throughout the golfing industry and encourages participants to take advantage of this career opportunities and improve their management skill set. The module adopts an online asynchronous approach to learning, supporting the development and understanding of sustainable resource management in relation to environmental stewardship of golf course settings. The teaching approach has been designed to balance content of delivery, guided activities and opportunities to apply learning to practical situations in golf course settings. Throughout the course, students will produce a structured Professional Development Plan (PDP), identify career objectives, evaluate current competencies and outline targeted development activities such as training, mentorship and networking. These explored PDP principles and approaches encourage learners to engage in self-assessment, goal setting and long-term developmental strategies. Candidates have the opportunity to enhance their applied business planning skills via the development of a project plan relevant to their current or intended professional role. As a Personal Development Module, we hope this will provide students with the entrepreneurial skills while extending support toward securing students with employability post-course.





**MSc in Human Clinical  
Embryology &  
Assisted Conception**





Innovations in ART and Clinical Science is a module featured on Dundee University's MSc in Human Clinical Embryology & Assisted Conception. Hosting 20-40 students per year, it provides postgraduate medical students the opportunity to better understand the development of technologies and services in reproductive science, as well as teaching them about the management of clinics, enabling them to enter the industry with an innovative mindset.

The module's industry-based approach to innovation makes the module appealing to both recent medical graduates and those with previous experience working in reproductive services wishing to grow their expertise. Throughout the module, learners are encouraged to network with clinicians and embryologists at the course's partnered hospital, Ninewells, and are motivated to make external contacts in the wider industry. Students are also encouraged throughout work in the module to recognise current difficulties in the industry, and to understand the most efficient ways to lead industry services such as clinics.



*Federica Lopes, Lecturer in Reproductive Medicine in the School of Medicine*

This provides the foundation for students to develop an innovative mindset when approaching the industry. The assessment on the module cultivates communication and teamwork skills as they work with people with various backgrounds and levels of industry experience in order to produce a suitable viability report. The experience learners gain in pursuits such as pitching allows them to put their foot forward in the industry, and makes them more likely to engage in innovative projects in the future.

# CITY OF GLASGOW

COLLEGE



## National Progression Award (NPA) Jewellery

Our NPA Jewellery pupils design and produce pieces for assessed unit outcomes whilst creating an additional collection for a Christmas sale. Pupils plan, price, package, and sell their work, then collectively decide how profits will be used, linking enterprise to real-world value creation and social impact. After the sale, they review outcomes and select a cause or initiative that matters to them, reinforcing value-led enterprise and shared responsibility. Jewellery education develops specialist craft skills, creative confidence and insights into the creative industries. By embedding entrepreneurial skills, we make learning more authentic, connecting practical unit work to a real audience and tangible outcomes.

*“I didn’t realise there was so much to think about like pricing and making it look professional. It was actually fun working as a group to get everything ready and seeing people buy what we made.”*

Pupils gain experience of enterprise through designing for a market, managing resources, considering customer needs and reflecting on quality and finish. These skills are highly relevant as learners progress into further education, apprenticeships or self-employment. Providing a real enterprise experience builds pupils confidence and understanding that jewellery is not about making, but about creating something people want to buy. The project encourages greater care in finishing, presentation and decision making, highlighting that quality directly affects customer interest and sales. Through this hands-on approach, pupils develop both creative and entrepreneurial capabilities, preparing them for success in the wider creative economy.

## HND Jewellery Design (Year 2)

The HND Jewellery Design course includes an entrepreneurial unit that focuses on business development and professional practice. Second-year students develop sustainable business concepts aligned with their creative practices, exploring ethical production, circular economy thinking and viable routes to market. They create and present formal proposals to external industry speakers, receiving feedback on ideas, professionalism and commercial potential. Students undertake SWOT analysis, define target audiences and develop value propositions by communicating creative and ethical distinctiveness. Workshops and tutorials support the creation of structured business plans, covering pricing, production methods, packaging and promotional approaches.



Teaching methods include research tasks, peer critique, reflective discussions and sustainability frameworks to evaluate environmental and social implications. Through industry-style projects, students gain vital practical experience, engaging with external speakers from jewellery and creative industries, fostering expectations for real-world employment projects. Students build confidence in pitching and presenting through structured preparation, developing communication, commercial awareness and industry facing professionalism. They also gain understanding of ethical production, responsible sourcing and design principles. Creativity is developed as students generate ideas, build cohesive brand identities and design clear, consistent product ranges. Outputs include student-led business concepts, branded products, and market-ready plans, supporting progression into portfolio careers, freelance work, or further studies.



# ROYAL CONSERVATOIRE

OF SCOTLAND

*“This module helped me realise that I could go out and start projects up myself, that I could get on and make my own opportunities, rather than waiting around for others to give me opportunities.”*

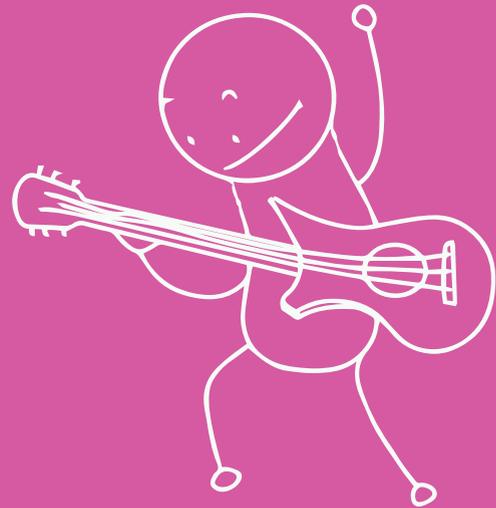


*Royal Conservatoire of Scotland*



## Bachelor of Music

Our Bachelor of Music (BMus) course tasks students with developing an entrepreneurial proposal for a new business or charitable venture. Students can create a project proposal relevant to their intended career progression including an audio-visual recording or a social-impact scheme. The students must explore relevant art policies, legal and financial requirements and suitable funding opportunities. This work is supported by seminars where learners engage in discussion and brainstorming sessions with experienced freelance musicians relevant to their musical discipline.



By asking the students to work with specified audience groups for their projects, they are able to recognise entrepreneurial opportunities to encourage these cultural audiences – thinking innovatively and applying their business creativity toward the vocational sides of their musical niche. The project's success can be seen with former students using the proposals to secure funding and further develop these projects to tackle these issues outside the proposals blueprint. For example, Neil Wood had founded 'The Folk Music Project CIC', offering accessible traditional music tuition and activities towards the communities of greater Glasgow.

EDINBURGH

# NAPIER UNIVERSITY

## MAGAZINE CHALLENGE

### Avril Gray

*Avril Gray is Associate Professor in Publishing, Senior Fellow of the Higher Education Academy, and Publisher at Merchiston Publishing. Before joining the university, Avril was the director of a publishing company and founded the first dedicated children's book publisher in Scotland.*

#### **Why did you set up the Magazine Challenge?**

In our School of Creative Industries (SACI), we have so many talented individuals who represent the future of our creative industries, yet opportunities to share knowledge, work as professionals and develop skills as part of an interdisciplinary team are limited. Magazine Challenge provides a rare, collaborative opportunity for students from programmes including Publishing, Journalism, English, Mass Communications and Design to work on a real-life project within a supportive teaching environment. Organising Magazine Challenge can be challenging and collaboration with colleagues such as Peter Buwert from design and Nikki Simpson from the International Magazine Centre along with our passion and perseverance are imperative to its success.

As creatives, we are continually growing and developing our practices, having our ideas challenged, and reimagining established boundaries and Magazine Challenge allows students to immerse themselves in this creative endeavour. Over an intense week, supported by academics, experts and entrepreneurs from the magazine industry, our students are provided with a unique insight into magazine publishing. They are introduced to industry contacts, provided with networking opportunities and, of course, their work is celebrated in a printed magazine which can be used to demonstrate professional skills to future employers.

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## Nikki Simpson

*Nikki Simpson has worked in the magazine industry since 2006 and founded the International Magazine Centre – a membership organisation supporting more than 180 independent magazine publishers and freelancers – in 2018.*



### **Why is it so important for industry to get involved with students?**

Connecting with students is a big part of the International Magazine Centre's work and encouraging the next generation of magazine publishers – showcasing incredible opportunities in writing, design, marketing, events, circulation, sales and more that the industry offers. As the industry evolves, we must ensure that a career in magazines is not only attractive but attainable. Outside Magazine Challenge, the centre offers work experience placements for students looking to connect with the wider industry, with many students going on to work full time for larger publishers, freelance positions and further developing their own magazines.

### **How does Magazine Challenge encourage entrepreneurial thought?**

The Magazine Challenge is a great opportunity for students in traditionally independent creative and academic fields to flex their entrepreneurial muscles. The teams are made up of two publishers, one writer, and three graphic designers: with support from photographers working across different teams. Each team is provided a type of magazine to create – either Membership, Business-to-Business or Consumer – then, they are provided two topic prompts at random to become their piece's theme. Throughout the week, they are required to independently create the content, design, media pack, business plan, and social media for their 24-page piece. At the end of the week each team presents their work to the other people on the Challenge, receiving course credits, a certificate of completion and their printed magazine.



## Dr Stevie Marsden

*Dr Stevie Marsden is the Programme Leader and Lecturer of the MSc Publishing programme at Edinburgh Napier University.*

### **Why is Magazine Challenge a success for students and how does the MSc Publishing programme implement entrepreneurial thought?**

The challenge gives students on the MSc Publishing course a unique insight into the exciting and busy world of magazine publishing, from from concept and content creation to design and publishing. For me, this opportunity is not only about enabling students to hone their skills and craft, creating a product they can add to their own portfolios of work they can show to potential employers, but it is also about fostering community and collaboration amongst students who would not usually have the opportunity to work in this cross-disciplinary way.

The MSc Publishing programme equips students with vocational skills essential for careers in publishing. From our in-house imprint, Merchiston Publishing to alumni founding their own publishing houses and magazines. It promotes entrepreneurial thinking, offers industry connections, and includes work placements that enhance skill development and networking opportunities. Alumni have successfully leveraged these experiences for employment in the field.

## Alastair Johnstone

*Alastair Johnstone, a third year English student at Edinburgh Napier University has completed Magazine Challenge twice. Here is what he has to say about the experience:*

Taking on Magazine Challenge for the second time has reasserted the difficulties of the opportunity while also proving the creative and entrepreneurial determination of students. Whilst I had always dreamed of working within the field of writing and journalism, I never expected to secure any kind of simulated industry experience – until my first Magazine Challenge where we created ‘Support Act’, a local guide to Edinburgh’s music scene. Not only did the team support these independent artists, but each other and myself – a complete newborn to the industry. Two years later, I am now working on the ‘behind the SEEN magazine’ in an editorial role. While working on this publication has restricted certain creative aspects in comparison, this has provided me with the essential next steps in my pursued field as I move closer toward industry standards. Reading these case studies and recycling previous skills from the first Magazine Challenge has shown how entrepreneurial thought is not only necessary to self-employable work – but essential skills for the everyday workplace. So if I don’t end up working in my intended creative field, I can still produce independent content while using these entrepreneurial skills in whatever industry I go on to work in. Thanks Nick!



## Seb Chaloner

*Seb Chaloner is a graphic designer and educator on the Graphic Design programme at Edinburgh Napier University. Externally, Seb uses his graphic design to address environmental issues such as composting and hosts an annual composting festival in Fife.*

### **What is the importance of Magazine Challenge for your students?**

Publication and editorial design are vital across some of the modules we teach, and when you teach students to delve into what is applicable in contemporary and editorial design, you realise that print is very relevant and will continue to thrive. This course fundamentally views print media such as magazines as an important part of visual culture. I think it's a good way for our students to learn about type and layout as while they exist within web and app design, print design provides a great foundation in understanding how to excel across all areas of design.

Entrepreneurial thought is essential as some of our former students have gone down the route of freelancing straight after graduation which has inspired us to think in terms of futureproofing our students. While conventional wisdom would say that our graduates need to gain experience within the field before they freelance, with the way the world is moving I think there's massive opportunities for young creatives to come out of education and become fully-fledged freelancers.



## Dr Peter Buwert

*Dr Peter Buwert is a design educator and researcher whose expertise lies in the ethics of design, with a focus on visual communication design.*

### **Describe your experience with Magazine Challenge:**

Magazine Challenge was always a bit of an experiment: can a group of students really come together in a week to create an entire magazine from scratch? Each time we've run it has been slightly varied, and it's been fun to try different things and see it evolve. There was always a chance it would fall flat, but by some miracle it has always succeeded! I think the reason it works is precisely because it's slightly mad and unlike anything our students normally do. It pushes them beyond what they think they're capable of while also showing them how adaptable they truly are.

For some of the students who have taken part over the years, it has been a positive turning point in their academic journey with some even going on to work in the magazine industry based on their experience with Magazine Challenge. For lots of them, just realising what they can do in a week is a massive boost to their confidence which is what Magazine Challenge is all about!



# UNIVERSITY OF **STRATHCLYDE**

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## **Department: Interdisciplinary, institution-wide**

Entrepreneurship for All (E4A) is a strategy to ensure every Strathclyde graduate unlocks their future potential. Rooted in the University's Place for Useful Learning ethos, E4A positions entrepreneurship as a mindset rather than a business skillset, focusing on forward thinking, value creation, communication, collaboration and resilience. E4A provides opportunities for large-scale interdisciplinary collaboration. Across every institutional department of the university, E4A operates as a programme-level approach delivered through three elective, credit-bearing routes in each embedded curriculum, all aligned through the shared mindset framework. 'Entrepreneurial Thinking: Mindset in Action' is an elective hosted by Strathclyde Business School and open to students from all faculties within an elective capacity. Students who participate directly engage within research-led content developed by entrepreneurship academics.

The Interdisciplinary student teams address social or environmental problems, and propose solution based concepts through live events and a structured development period. The assessment, which is a group interview, focuses on reflection and articulation of entrepreneurial mindset development. The course work provides students with interview practice, as well as feedback and expertise from module leaders. E4A will continue to succeed with participating students as they face challenging setbacks that demand solutions developed aggregately within a team environment. This module experience is also vital for student self-development, particularly while acquiring interview and confidence skills toward securing roles with respective employers.

*“Before participating, I found it challenging to summarise my experience confidently, especially when networking in a new professional environment. E4A helped me build an entrepreneurial mindset and develop practical skills in communication, collaboration and value creation. As a result, I feel much more prepared for interviews and building professional relationships, and I have been able to apply these skills in real innovation ecosystem work in Scotland.”*

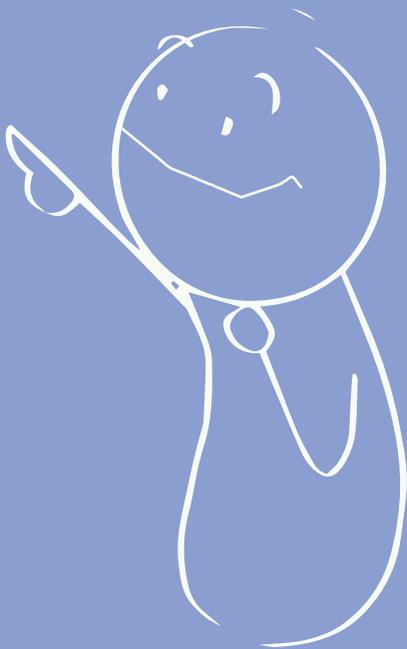


UNIVERSITY OF  
**HIGHLANDS  
AND ISLANDS**



## School of Adventure Studies

Each year, students are supported to engage within a course-assessed coaching project towards helping real world participants within their chosen sport discipline. This includes learning about relevant theoretical frameworks to support planning, delivery and evaluation of coaching alongside practical problem-solving advice from our lectures and tutors. As the department coaches our students throughout their year one through four modules, these assessments are continually concluded with formative and summative feedback. Pairing forms of qualitative and quantitative feedback with student development enables a personalised understanding of how to appropriately utilise various feedback methods within their independent projects. As students undergo these projects with independence, this rapidly develops entrepreneurial skills and solutions towards encouraging the identified aims of their chosen individual. These targeted skills include problem solving, communication and creativity within the planning process of designing goal-oriented training activities. Preparing these students with these skills as quickly as possible is imperative towards students who commonly begin their professional careers before the end of their course. Students are able to gain governing body qualifications and immediately begin coaching in the outdoor sector during three and four of their degree, resulting in a softer transition to employment at the end of study.



# ST ANDREWS

## UNIVERSITY

### Vertically Integrated Projects



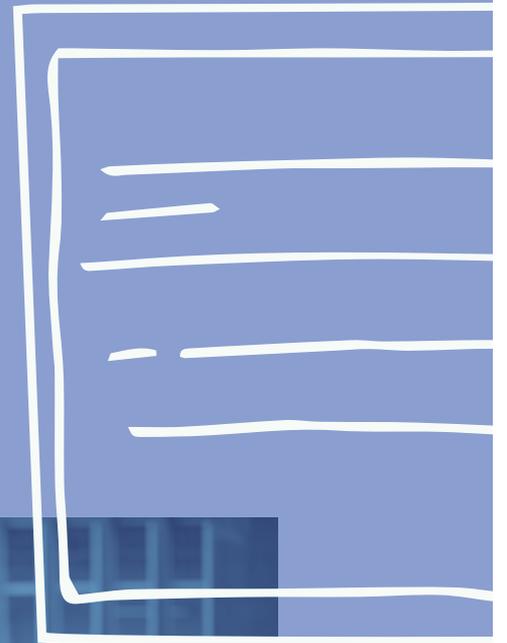
*Abd Alsattar Ardati,  
School of Computer Science*

The University of St Andrews delivers Vertically Integrated Projects (VIPs) as credit bearing, research led designed and led by academic staff whose current research forms the foundations of each project. Under the leadership of Julie Oswald, Director of VIPs, the programme embeds long-term, team-based work within the formal curriculum, enabling students to contribute meaningfully to active research while earning academic credit. Each VIP is structured as vertically integrated, bringing together students from multiple years of study, from first year through to postgraduate level studies. Many projects are also horizontally integrated, uniting students across academic schools to strengthen interdisciplinary collaboration.

Academic leads guide the overall direction of research while encouraging students to shape specific strands of research in partnership with supervisors. This sustained model allows returning students to assume leadership and mentoring roles, supporting newer participants and developing project continuity. Staff oversights ensure academic standards and alignment with learning outcomes. Since launching in 2021/22 with five projects and 27 students, the programme has grown to 16 projects and over 200 students. Membership with the Global VIP Consortium further expands its international research and enterprise network.



***“Nothing captures their attention more than when you have a former student who they can see: ‘Ah they were sitting in my chair four years ago, and now they are actually doing the things we’re learning about now.’”***



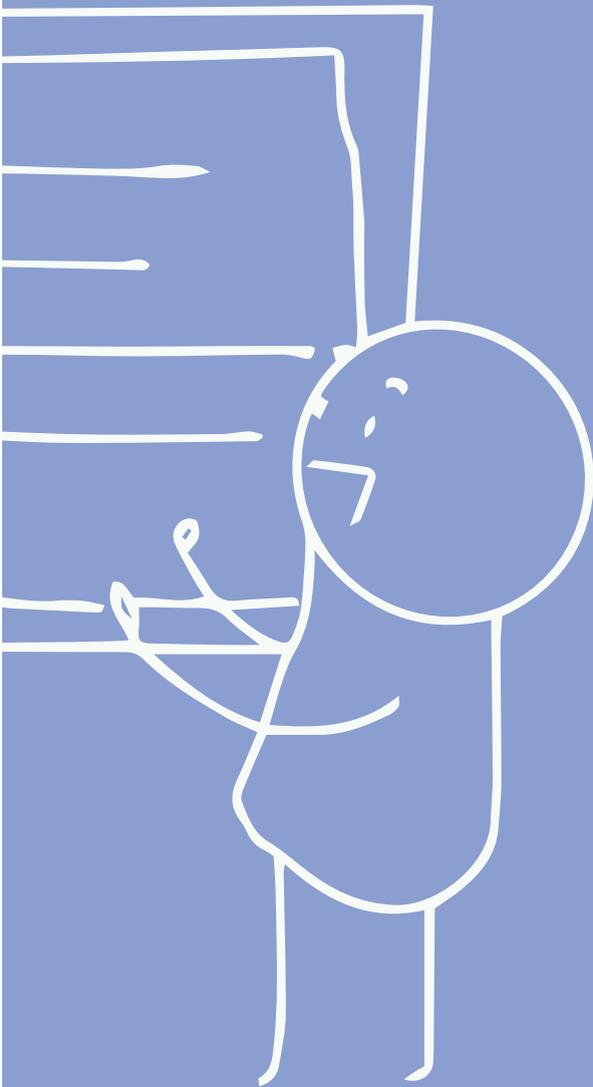
# ABERTAY

## UNIVERSITY

### Starting a Business Module

We deliver the Starting A Business module to 40-60 third-year students annually, offering a hands-on introduction to entrepreneurship across disciplines such as business management and accounting. The programme challenges students to develop practical business ideas while fostering teamwork, problem solving and commercial awareness. Over 12 weeks, students engage in interactive workshops and collaborative sessions designed to encourage creativity, resilience, and an understanding of market opportunities. Teaching is centred around applied learning, with students guided to translate concepts into viable business models and plans.

The module concludes with a group pitch to local enterprise representatives, who provide expert insights and constructive feedback. Bell Street Ventures offers support beyond the classroom, offering networking, co-working spaces and ongoing mentorship to help students refine and advance their ideas. Individual reflective assessments encourage students to critically evaluate their learning, identify areas for improvement and plan the next steps for potential ventures. Since its introduction five years ago, the module has inspired graduates to launch their own businesses, with some returning to share their experiences with current students. The programme cultivates confidence, practical knowledge and an entrepreneurial mindset, equipping students to navigate a dynamic professional environment.



# WEST COLLEGE

SCOTLAND

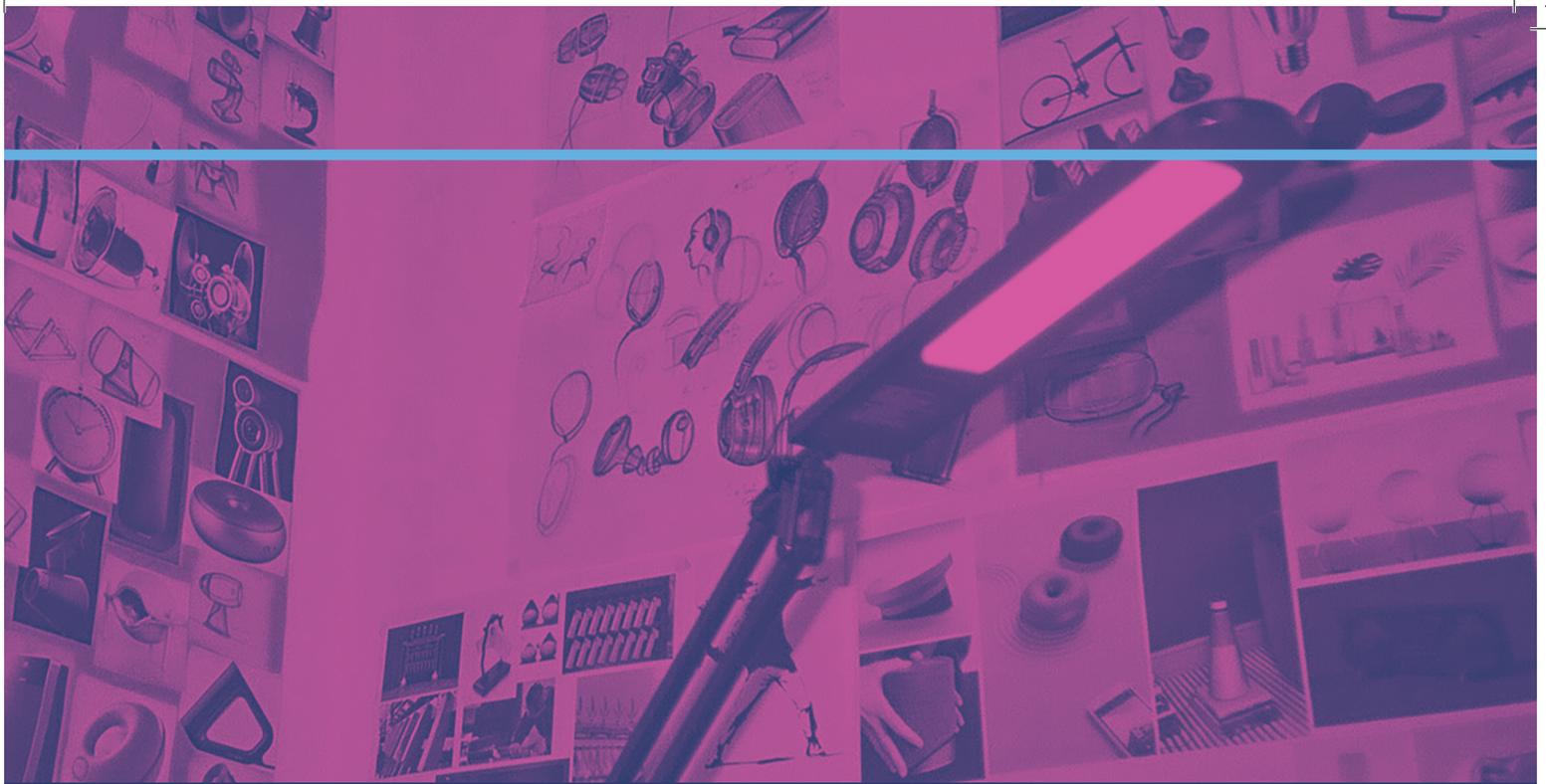
## Minds of Young Artists (MOYA)

West College Scotland embeds entrepreneurial learning across its Design and Media provision through Minds of Young Artists (MOYA), a curriculum integrated creative enterprise operating across NC, HNC and HND programmes. Students in Graphic Design, Interior Design, Animation and Photography and Media collaboratively run MOYA as part of their assessed coursework, responding to live client briefs and delivering professional creative services. MOYA was established to address the growing demand for adaptable, commercially aware creatives within an expanding freelance and multi-skilled sector. Students engage directly with clients through project consultations, identify market opportunities and develop tailored solutions across branding, photography, interior concepts and digital media.

Teaching staff act as co-partners, aligning live commissions with assessment criteria to ensure academic outcomes are achieved through real commercial activity. Students participate in studio shoots, design production, merchandising and event showcases, working within structured teams and scheduled production slots. This programme-wide model develops practical enterprise skills including client communication, pricing, marketing, time management and collaboration working. MOYA strengthens confidence and professional readiness by placing students in authentic industry scenarios ensuring graduates leave not only with creative portfolios but with experience of operating within a functioning commercial environment. As a result, students develop the confidence to operate independently while understanding the responsibilities of professional creative practices.



*design pin up*

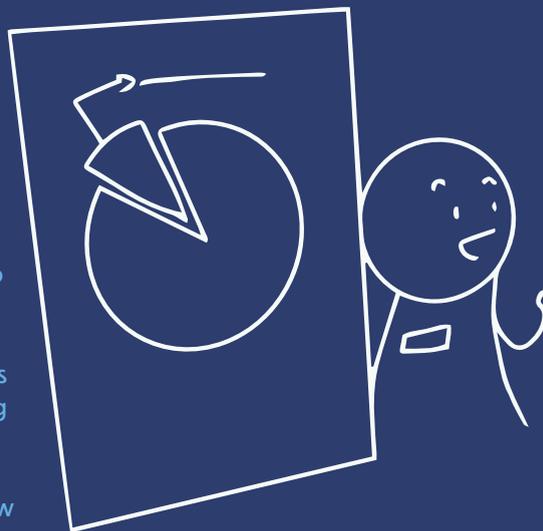


***“MOYA strengthens confidence and professional readiness by placing students in authentic industry scenarios ensuring graduates leave not only with creative portfolios but with experience of operating within a functioning commercial environment.”***

# UNIVERSITY OF **GLASGOW**

## **New Venture Challenge**

The New Venture Challenge course provides students with an opportunity to learn about the new venture creation process, to develop entrepreneurial skills and apply their learning in a real-world environment. Students utilise their knowledge of entrepreneurship theories and concepts, deepening their understanding of contextual nuances through personal experience and insights from practicing entrepreneurs. The course is built around a new venture challenge, which involves the students working in groups to generate a business idea often linked to solving real problems. Students identify and select a challenge on which to base their new venture. Some examples of business ventures featured in the course include a financial literacy app, blind date with a book, healthy eating recipe books, self-care subscription boxes, a sustainable heated jacket, a travel companion app and a literacy app for school children.



Students gain a deeper understanding of entrepreneurial concepts, by scaffolding new learning onto knowledge they have acquired through a core Level 2 entrepreneurship course. Students also obtain AI skills, which are crucial in a modern-day workplace. Lecturers bring specialists from industry to teach and navigate students on how they can use generative AI to help them build successful business models and enhance their productivity.



*“The course did much more than teach us how to pitch an idea. It gave me confidence in my ability to think, to question, to adapt and build something that feels real and meaningful. It stayed with me long after the assessment ended.”*

# UNIVERSITY OF THE **WEST OF SCOTLAND**

## **The Business Accelerator Module, School of Business and Creative Industries**

Business Accelerator is a Level 8 Enterprise module within UWS. Approximately 80 business students take this module annually. This module helps the student develop skills such as critical thinking, analysing and problem solving. Students also become more digitally literate and autonomous learners through this module's interactive, student-centric educational experience. The assessments for this module requires students to: appraise the resources required for a small business to succeed and identify the challenges which they face, investigate theories of entrepreneurial skills and examine their personal entrepreneurial skills inventory and gaps. In the group assignment students develop a Business Model, evaluating its desirability, viability and feasibility. The module uses a wide range of transformational technologies and innovative approaches such as gamification of learning materials leading to high levels of engagement as students learn from each other and teaching staff in an environment which is safe and fun. Over the past 8 years Business Accelerator has consistently delivered high volume, high quality teaching and learning outcomes. Following completion of this Module many students go on to participate in further enterprise activity such as internal and external competitions and business venturing.

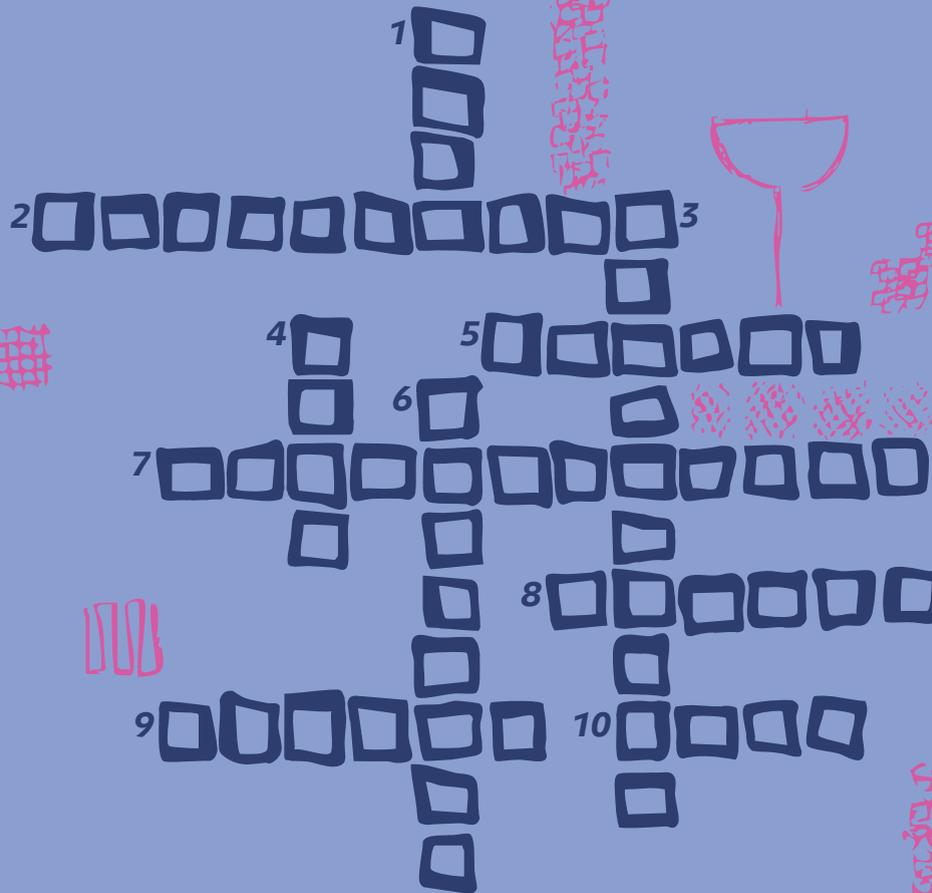
***“The way the staff deliver the lectures, their examples and what they give to us couldn’t be better.”***

***“I think this module is the best in the University.”***



# CROSSWORD

## ENTREPRENEURIAL SKILLS



### Down

1. The name of the entrepreneurial endeavour for Glasgow Clyde College's School of Supported Education, 'The \_\_\_ Gang'
3. University of Aberdeen have a course in Innovation, Creativity and \_\_\_ in Science
4. Scotland's Rural College teach students to sustainably manage within which sport?
6. The challenge completed by Edinburgh Napier University students

### Across

2. The power or opportunity to act or take change before others do
5. SEEN stands for Scottish Entrepreneurial Educators \_\_\_\_
7. Working together to achieve a common goal or objective
8. Entrepreneurial education helps students develop \_\_\_\_ solving skills
9. Nick \_\_\_\_ is the Head of Enterprise at Edinburgh Napier University
10. The name of this magazine is 'behind the \_\_\_\_'

# WORD SEARCH



Y	U	A	C	L	C	R	E	S	I	L	I	E	N	C	E	M	R	T	I
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M	U	T	C	R	E	N	R	N	U	S	I	O	C	H	A	N	G	E	N

Problem Solving

Creative Thinking

Creation

Change

Curriculum

Adaptability Value

Communication

Initiative

Collaboration

Initiative Empathy

Curiosity

Resilience

