

TDL Case Study: Anne Gillies

Enterprise Skills Programme

Enterprise Skills Non Modular unit aligns with the aims, outcomes, and performance criteria specified within its Unit Specification. It reflects my TDL project's focus on experiential and self-directed learning and positions students as active participants in their educational journey.

This approach emphasises the unit's aims and shows how the TDL project effectively addresses these through both the curriculum and student-driven experiences

- Summary of the Project: In this non-modular unit, learners will start a mini-company and try to make a profit with their product or service. As the Teaching Development Lead (TDL) on this project, the focus is to help students develop core enterprise skills through hands-on, experiential learning. Rather than emphasising specific skills or factual knowledge, the Unit encourages the development of broader qualities like self-awareness, problem-solving, and teamwork. By guiding students through enterprise activities with tutor supervision, the project promotes autonomy and accountability in organising and managing real business ventures.
- The TDL project addresses a recognised gap in the curriculum for applied, real-world experience. Feedback revealed a desire among students to engage in practical activities that develop problem-solving and interpersonal skills relevant to modern business settings. This project provides students the space to explore and apply their interests, skills, and strengths, meeting these needs by embedding enterprise business activities into the curriculum.
- Once implemented, this TDL project will benefit students by immersing them in practical enterprise activities that cultivate skills in planning, teamwork, and self-management. This not only prepares them for the professional environment but also boosts confidence and adaptability as they encounter and manage real-world challenges in a controlled setting.
- One of the project's key strengths is that students act as co-authors of their own learning. The pilot group is actively involved in shaping the project, from selecting enterprise activities that align with their personal skills and goals to offering feedback on its design. This collaborative approach gives students ownership over their educational journey, making the learning process more relevant and empowering.

- Being involved as a TDL has been both inspiring and motivating. Seeing students take charge and develop confidence in their abilities is a powerful reminder of the impact of student-centred learning. This experience has reinforced my commitment to fostering a teaching environment that champions innovation and active learning.
- The TDL project has underscored the importance of developing general skills like critical thinking, adaptability, and reflective practice. By balancing structured support with self-directed learning, this project ensures students are not only prepared for academic challenges but also equipped with the resilience and practical know-how needed in the workplace.