

UK-Malaysia University Consortium Workshop

Tuesday 23rd August 2022, 09:00 (UK) / 16:00 (Malaysia) – 10:30 (UK) / 17:30 (Malaysia)

3E's – Employability, Enterprise, and Entrepreneurship Workshop Schedule

Introductions

09:00 – 09:05 16:00 – 16:05	Welcome & Outline of the Workshop – Prof. Gurpreet Jagpal (5 minutes)
09:05 – 09:10 16:05 – 16:10	Welcome and Introduction – Prabha Sundram & Dr. Wan Zuhainis (5 minutes)
09:10 – 09:25 16:10 – 16:25	Embedding Employability, Enterprise, and Entrepreneurship Amy Carpenter, Head of Careers, Employability and Enterprise University of Suffolk (15 minutes)
09:25 – 09:40 16:25 – 16:40	Establishing the Women Entrepreneurship Institute Professor Dr. Nik Maheran Nik Muhammad, Deputy Vice Chancellor of Academic and Internationalization Universiti Malaysia Kelantan (15 minutes)
09:40 – 10:15 16:40 – 17:15	Discussions (Breakout Rooms) (35 minutes)
10:15 – 10:25 17:15 – 17:25	Feedback Session (5 minutes x 2)
10:25 – 10:30 17:25 – 17:30	Closing Remarks – Prof. Gurpreet Jagpal (5 minutes)

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Breakout Session Facilitators:

Group 1	Anna Flatt, University of Suffolk Hayden Jarrett, University of Suffolk
Group 2	Emma Wakeling, University of Suffolk Cathy Johnson, University of Suffolk

Meeting Facilitators:

Prof. Gurpreet Jagpal, University of Suffolk Megan Lloyd-Allard, University of Suffolk

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Workshop Participant Contact List

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University of Surrey	Kamalan Jeevaratnam	Associate Dean for International, FHMS	k.jeevaratnam@surrey.ac.uk

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3E's – Employability, Enterprise, and Entrepreneurship Workshop Schedule

1. Breakout Session Summaries – Common Themes & Areas of Interest Embedding Employability, Enterprise & Entrepreneurship.

1.1 – Post Covid opportunities for international internships & exchanges programmes

- Discussed opportunities for programmes for international internships / exchanges, and how these were disrupted due to Covid and how the system is changing post Brexit from ERASMUS to Turing. ERASMUS schemes were successful, but COVID has now stopped this. Institutions are now keen to grow global reach with students.
- Reinstated Programmes Post Covid - University of Suffolk used to have a relationship for MBA students to take part in a week's programme in Boston, this is now being reinstated.
- Considerable interest in the UoS Microplacement scheme, how this can be a less daunting prospect for students who need more support.
- UTM believe they are ideally located to welcome International Exchange students.
- How can we put across message re internationalisation/globalisation? COVID had an impact on study abroad programmes but interest may be increasing again.
- Potential gap identified for enabling programmes between the consortia, particularly surrounding 3Es. Could also be used to further collaborate and address global social issues.

1.2 – Embedding Employability

- Discussion around the more abstract skills that employability training offers students such as timekeeping, organisational skills and people skills, discussing how these can be integrated into degree programmes.
- The approach taken by University of Suffolk was discussed, how taught modules within degree programmes such as The World of Work give students an insight into the theoretical side of why people work, enables them to observe people in work and then to create their own STAR plans and reflections after the experience. Also highlighted skills acquired with Covid and how they transfer to the workplace.
- Discussion around merits of program/modules being mandatory or opt-in. Can be a challenge to find curriculum time, or to engage students if extra-curricular. Students can be resistant to mandatory modules that are not part of their degree subject. Courses on entrepreneurship offered on an opt-in basis, has low engagement. It is difficult to find space to get this into the curriculum however.

- Students need to understand that employability and wider skills development is an important aspect of their degree programme.
- Discussions around the question of how to embed employability into PG /Research routes, Student resistance to mandatory modules about the 3 E's and how to integrate the message of global skills and mindset in their careers?

2. Breakout Session Summaries – Common Themes & Areas of Interest

The Entrepreneurship Gender Gap

2.1 – Establishing the Women Entrepreneurship Programme – Challenging the Segregation in Entrepreneurship Activities

- **Cultural Segregation of Jobs** - Discussion around the general lack of women in senior leadership roles in both Malaysia and the UK, however in Malaysia 75% of the online businesses are owned by female entrepreneurs, often with a man in a support role. Similar stats for Influencers (Solopreneurs) who promote their expertise online. The cosmetic industry has generated some female multi-millionaires and is a massive growth area for solopreneurs and female entrepreneurs. There is the cultural segregation of jobs, women tend to front businesses and interact with customers, developing skills through small scale environments whilst men do background work.
- Discussions around the issue of how to guide students within a wider cultural context and how this be challenged, along with how women's interaction with entrepreneurship can be increased? In cultures where women are not the front runners it is difficult to change this situation, particular businesses like boutiques and cosmetics are dominated by women, this segregates the individual differences of men and women. Entrepreneur activities are led more by men than women. Many of the entrepreneurial programmes are not targeting women, the challenge is how to encourage women to develop further and to aspire to reach their potential.
- **Lack of gender balance in certain sectors** - Men are still dominating the technology sector, this is also reflected in the UK but this could be due to a lack of women going into STEM subjects, this results in fewer lecturers/professors (role models) and subsequently fewer female students are motivated to apply.
- In subject areas other than tech and gaming, the gender balance is more equal or even sometimes reversed. The challenge is how to reverse this trend and encourage students to take on roles traditionally aimed towards the other gender?

3. Summary / Recommendations & Opportunities:

3.1 – Promoting employability training (*Short Term*)

- Develop a plan on how to promote employability training, for students to understand the importance and how to efficiently embed into the curriculum.

3.2 – Raising the aspirations of females to enter the tech sector (*Medium Term*)

- Generally, there are no activities specifically targeting females to aspire them to enter the tech sector. By developing programmes and raising the profile of role models in tech/gamification the aspirations of females to enter the sector could be increased. Initiatives to target this recommendation to be proposed.

3.3 – Creating a Student Entrepreneurship / Global Challenge Programme (*Long Term*)

- Interest in a student entrepreneurship / global challenge ideation programme for students to mobilise to Malaysia and UK. There could be a working group created to develop this initiative further.