

safeguard against 'theoretical' entrepreneurship.

But there are other safeguards. The concept of 'enterprise' is interpreted as follows – and remember, we are discussing the realms of higher education, not the production-line, where productivity is more straightforward to assess. Higher education institutions interpret 'enterprise' broadly. It is: "any arrangement or activity within the institution which encourages students and teachers to appreciate the economic and business setting within which they are exercising, or will exercise, their skills; to acquire specific competences to enable them to take full advantage of the opportunities which may arise; and to develop their initiative, imagination and flair in an 'enterprising' context:

"In practice, these activities include relevant **project work** for students in industry/commerce; the promotion of **sandwich courses**; creation of, and support for, **new enterprises** of one kind or another through which students/lecturers can develop and market skills and products; the offer of **consultancy**, undertaken by students/lecturers for industry/commerce (perhaps overseen by an especially established company); the introduction into the **curriculum of material** to raise the level of business, economic, technological awareness among students."

But to return to the question of where the right guiding influence, the inspiration, would come from, Geoffrey Holland sees the answer in the following terms.

"The arrangements for managing the programme would be central to its success, and would need to be robust and clear. A senior individual within each participating institution/organisation (the programme is to be optional: colleges could opt in or stay out, it would be up to them) would be responsible for the programme's implementation. The Programme Director would report at a high level within each college; and would have a close and established relationship with other managers in the organisation with like functions. The post would be full-time. The Director would be responsible for providing the MSC with all relevant information about the progress of the project and the expenditure of support grant."

Since the Enterprise Plan would be supported by the MSC only for a limited period, it would need to be solidly supported and cost-effective. (Indeed, cost-effectiveness will be a factor in determining which proposals the MSC will support). "We would hope to begin our support for a substantial number of projects in each of the three years 1988/89, 1989/90 and 1990/91" says the MSC. "Assuming projects do continue for five years, the whole programme would last at least until 1994/95".

Any universities or colleges currently running courses on drama, the theatre or other fine arts subjects related to the world of theatre may be interested to note the following criteria laid out for funding the project. They are:

a) That the MSC should not fund students

support under this scheme, except in very limited cases where new approaches... are being piloted for which no other student support arrangements are available.

b) That financial support should only be available for *clearly identified* developmental activities leading to *clear relevant outputs* within the Enterprise Plan.

c) That there should, over the period of each proposal, be evidence of substantial and growing contributions from industry/commerce.

Within these parameters the MSC should be prepared to contribute to each project up to perhaps about £200,000 a year for each of the five years, according to Holland's paper. In addition to a firm commitment to the Plan from those (including industry) involved in its design, there would be a requirement for a contribution from industry/commerce in cash or personnel of at least 25% of the MSC contribution in each year and rising substantially from the third year of the programme.

So it is clear that getting such a project on its feet will need drive and resourcefulness on the part of all participating bodies, including the MSC, of course. Are they all up to it? Only time will tell, but the signs are auspicious so far. Holland sees need for (I quote), "careful and sensitive, but energetic management by the MSC. The central management team will need to liaise closely with all the bodies involved; monitor the projects; promote the initiative within higher education and industry – and much more besides. I propose to establish a modestly-sized central team within the MSC drawing significantly on external, seconded expertise".

"The Commission and the management team should be advised by a small expert

group drawn from higher education institutions and industry/commerce and with representatives from the DES, the Welsh Office and Scottish Education Department. The group would operate non-bureaucratically and have as its main function advice on the selection of individual proposals".

Any educational institutions interested in participating in an Enterprise Plan could begin to consider their approach and to lay some foundations for development, even if they cannot take part until the following scholastic year. There are guidelines available for potential applicants from the MSC (Manpower Services Commission, 236 Grays Inn Road, London WC1X 8HL. Tel: 01-278 3222).

The Enterprise Plans would work as follows. Written proposals need to be submitted, showing:

a) How the aims of the initiative are currently being fostered within the organisation;

b) What the precise objectives of the organisation's Enterprise Plan are;

c) What priorities the organisation would adopt, and why;

d) What new or enhanced activities MSC support would finance; and how (and on what timescale) these will contribute to meeting the objectives;

e) How it is proposed to monitor and evaluate the new activities.

And to spur educationalists into considering taking part in an Enterprise Plan, Geoffrey Holland sums up his vision as a mixture of pragmatism and idealism, as follows.

"I have set out a model which would build on current work in this field to offer individuals seeking higher qualifications the

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