



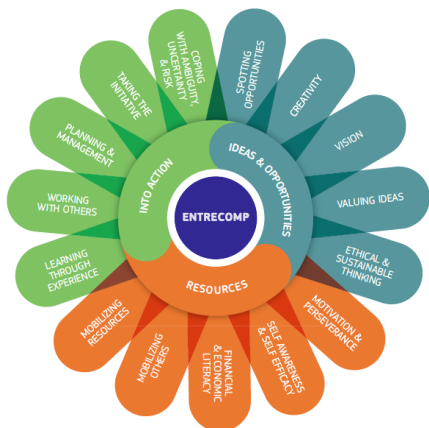
EntreComp

Using EntreComp in #EntEd

‘Entrecomp’ forms part of the QAA (2018) Guidance to Enterprise and Entrepreneurship Education. In this essential guide, EEUK shows how to get the most from this framework.

What is EntreComp?

The **European Entrepreneurship Competence Framework** is a comprehensive, flexible & multi-purpose reference framework designed to help you understand what is meant by enterprise and/or entrepreneurship as a competence. Created by the European Commission, EntreComp identifies the key competences that make up what it means to be entrepreneurial as *‘discovering and acting upon opportunities and ideas, and transforming them into financial, cultural, or social value for others.’* At its very simplest level, it is made up of three areas.



These are:

1. Ideas and Opportunities,
2. Resources, and
3. Into Action.

Each of these 3 areas is made up of 5 competences, which together create the 15 building blocks of entrepreneurship as a competence as ‘flower’.

Where do I find EntreComp?

There are two similar EntreComp documents, both designed to help you adapt the framework for your needs.

The **most recent documentation** can be recognised as it presents the framework as a “flower diagram”. This redesign was published in 2018 as [EntreComp into Actionⁱ](#) and provides a new imagery as a more accessible route into the framework for a wide range of stakeholders.



This guide provides the overview of EntreComp using clearer diagrams to show how the 15 competences relate to each other, suggests routes to accessing the framework and provides a wide range of case examples, tools and ideas on how to use it, as well as providing the detail found in the original report.



You may also come across the original [EntreComp Frameworkⁱⁱ](#) contains the same key text, presenting the approach, rationale, learning outcomes etc with the original imagery as published in 2016.



What are the 15 competences?

The 3 key areas each contain 5 competences to create 15 competences. These are described as broad competences for each of the three areas.

These are presented as:

Ideas and Opportunities

- 1.1 Spotting opportunities
- 1.2 Creativity
- 1.3 Vision
- 1.4 Valuing ideas
- 1.5 Ethical & sustainable thinking

Resources

- 2.1 Self-awareness and self-efficacy
- 2.2 Motivation and perseverance
- 2.3 Mobilising Resources
- 2.4 Financial and Economic Literacy
- 2.5 Mobilising others

Into Action

- 3.1 Taking the Initiative
- 3.2 Planning and Management
- 3.3 Coping with uncertainty, ambiguity, and risk
- 3.4 Working with others
- 3.5 Learning through experience

*NB: There isn't a "starting point" to EntreComp. EntreComp isn't linear, so the numbering is not used to suggest an order.

IDEAS & OPPORTUNITIES	COMPETENCE	HINT	DESCRIPTION
	1.1 Spotting opportunities	Use your imagination and abilities to identify opportunities for creating value	- Identify and seize opportunities to create value by exploring the social, cultural and economic landscape - Identify needs and challenges that need to be met - Establish new connections and bring together scattered elements of the landscape to create opportunities to create value
	1.2 Creativity	Develop creative and purposeful ideas	- Develop several ideas and opportunities to create value, including better solutions to existing and new challenges - Explore and experiment with innovative approaches - Combine knowledge and resources to achieve valuable effects
	1.3 Vision	Work towards your vision of the future	- Imagine the future - Develop a vision to turn ideas into action - Visualise future scenarios to help guide effort and action
	1.4 Valuing ideas	Make the most of ideas and opportunities	- Judge what value is in social, cultural and economic terms - Recognise the potential an idea has for creating value and identify suitable ways of making the most out of it
	1.5 Ethical & sustainable thinking	Assess the consequences and impact of ideas, opportunities and actions	- Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment - Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen - Act responsibly
RESOURCES	COMPETENCE	HINT	DESCRIPTION
	2.1 Self-awareness & self-efficacy	Believe in yourself and keep developing	- Reflect on your needs, aspirations and wants in the short, medium and long term - Identify and assess your individual and group strengths and weaknesses - Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures
	2.2 Motivation & perseverance	Stay focused and don't give up	- Be determined to turn ideas into action and satisfy your need to achieve - Be prepared to be patient and keep trying to achieve your long-term individual or group aims - Be resilient under pressure, adversity, and temporary failure
	2.3 Mobilising resources	Gather and manage the resources you need	- Get and manage the material, non-material and digital resources needed to turn ideas into action - Make the most of limited resources - Get and manage the competences needed at any stage, including technical, legal, tax and digital competences
	2.4 Financial & economic literacy	Develop financial and economic know-how	- Estimate the cost of turning an idea into a value-creating activity - Plan, put in place and evaluate financial decisions over time - Manage financing to make sure your value-creating activity can last over the long term
INTO ACTION	2.5 Mobilising others	Inspire, enthuse and get others on board	- Inspire and enthuse relevant stakeholders - Get the support needed to achieve valuable outcomes - Demonstrate effective communication, persuasion, negotiation and leadership
	COMPETENCE	HINT	DESCRIPTION
	3.1 Taking the initiative	Go for it	- Initiate processes that create value - Take up challenges - Act and work independently to achieve goals, stick to intentions and carry out planned tasks
	3.2 Planning & management	Prioritise, organise and follow up	- Set long-, medium- and short-term goals - Define priorities and action plans - Adapt to unforeseen changes
	3.3 Coping with uncertainty, ambiguity & risk	Make decisions dealing with uncertainty, ambiguity and risk	- Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes - Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing - Handle fast-moving situations promptly and flexibly
	3.4 Working with others	Team up, collaborate and network	- Work together and co-operate with others to develop ideas and turn them into action - Network - Solve conflicts and face up to competition positively when necessary
	3.5 Learning through experience	Learn by doing	- Use any initiative for value creation as a learning opportunity - Learn with others, including peers and mentors - Reflect and learn from both success and failure (your own and other people's)

How does 3 become 15 (& then 442)?

The EntreComp framework starts with 3 key areas which deepen into 15 competences. These 15 are presented as the petals of the full 'flower diagram' but are actually worked up in more detail within the documentation to show 8 different levels of proficiency (starting with foundation level moving through to 'expert'). These levels are consistent in their development, as they build from:

- Foundation (as relying on support from others) to
- Intermediate (where independence to work on you own or with others builds) to
- Advanced (in which responsibility is taken, though guidance may support) through to
- Expert (which sees individuals driving transformation, innovation and growth working in complex environments/specific fields).

These competence levels are described as: *discover, explore, experiment, dare, improve, reinforce, expand, and transform*. Together they create an 8-level progression model (foundation to expert level) which provides 442 learning outcomes.

What could I use EntreComp for?

From the three key areas, through to the 15 competences, and into the 8 progression levels EntreComp has many uses. The simplicity of the 3 ideas makes it accessible for those who are new to enterprise or becoming aware of the range of competences, whilst the fuller framework provides sufficient detail for curriculum design, assessment (rubrics) and mapping personal development or personal learning journeys. This makes it suitable for mapping, tracking, assessment and research.

How do I know it is robust?

The development of the EntreComp Framework stems from this [key report](#) which provides an overview of existing concepts, policies and initiatives (2015).

What definition underpins EntreComp?

Created by the European Commission, EntreComp uses a Danish definition, which maps into the UK QAA (2018) Guidance as it focusses upon the idea of value. Value creation is the key idea that underpins the EntreComp framework, but value is not defined as 'profit'. EntreComp takes a much wider approach to entrepreneurship, as it states: "Entrepreneurship is when you act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural, or social" (FFE-YE, 2012).

How are competences different to skills?

Competencies are the skills, knowledge and behaviours that lead to a successful performance. Competences bring in contextual/situational and subject knowledge to skill use.

How do competence statements help?

The 442 learning outcome statements are written as "I can" competence statements. This is helpful for students looking to build evidence for assessments or job applications/interviews. Competence statement can be crafted as 'I can' statements using the CARⁱⁱⁱ method:

Context - Explain the situation; what, where and when. Simply describe the challenge that you faced. Give the reader some background, just enough to set the scene.

Actions - Make sure that you explain how you did something not just what you did. What action or steps did you take? How did you do it? Summarise

Results - What was the outcome? What results did you achieve? Talk about the results. Describe what you have learnt.

Source: CAR or STAR Method (Competences)
<https://www.gov.uk/guidance/a-brief-guide-to-competencies>

How do I explain EntreComp?

Initial support can be found below and an overview of all the Entrecomp reports can be found overleaf.

- Downable [fact sheet](#)
- Downable [brochure](#)
- Entrecomp [Canvas](#)
- Short [Entrecomp summary](#) report
- [EntreComp in Action Framework](#) appendix



How can I use EntreComp?

The EntreComp framework provides a robust structure for:

- Curriculum mapping
- Curriculum review or design
- Tracking student progress
- Assessment personal development
- Self-Assessment (such as Yoop.fi)
- Research
- Reflective practice
- Assessment rubrics
- Learning journeys
- Enterprise skills
- Business Start-up
- Employees: development
- Appreciating team strengths
- All 3 HEI missions
- Online or in person teaching

The Entrecomp Reports (2016-2020)



This is the original [EntreComp Framework report](#) that was published in 2016. It contains all the learning outcomes and detail needed for curriculum design or creating assessment rubrics, outlining the competences across 8 progression levels (from “new to enterprise” to expert).



The more recent [EntreComp into Action](#) published in 2018, provides a new imagery and provides an accessible route

into the framework for a wide range of stakeholders. The guide provides an easy overview of EntreComp using simple diagrams to show how the competences relate to each other, suggests routes to accessing the framework and provides a wide range of case examples, tools and ideas on how to use it.



Published in 2020 this report provides an overview of what [entrepreneurial employees](#) do, why such behaviours are needed and how any employee can become more entrepreneurial. By linking Entrecomp competences to the workplace it shows how useful the framework can be to those working to create entrepreneurial outcomes in others in all contexts.



This 2020 companion guide, the [EntreComp playbook](#), aims to help educators and facilitators design and facilitate entrepreneurial learning activities in meaningful

way. The playbook sets out nine principles to consider when designing entrepreneurial teaching and learning. It also describes methods that can be adapted to foster entrepreneurial learning and create value for others.



[EntreComp at Work](#) focuses on how EntreComp is being used for the provision of services supporting individuals to progress

towards and participate in labour market activities or entrepreneurial ventures. Presenting 10 case studies, this report provides insights into actual uses of the EntreComp framework in addressing the entrepreneurial skills challenge to support individuals in their journey towards sustainable employment.



Entrecomp, together with [Digcomp](#) form the detail of a wider set of competences applying to all spheres of life that can be acquired through formal informal and non-formal education, and can help citizens to thrive in the 21st Century.

This overarching document [Lifecomp](#) provides the umbrella document as it supports the key competence of “Personal, Social and Learning to Learn” that were set in 2018.



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