

Guest Editorial

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As Head of Entrepreneurship Education at LJMU I recognise the development and co creation of this journal Links to Health and Social Care by academics and student nurses as an excellent example of an activity that will enhance the development of enterprise skills within the University nursing student community.

It is vital that students enhance their self-efficacy and resilience with creativity, innovation, personal branding, negotiation, teamwork as well as leadership, the core enterprising skills and behaviour needed by the students.

Students involved in the co creation of this e-journal have had the opportunity to create a new innovative product and deal with the associated challenges that this process brings. In producing scholarly work, they are creating a new product and attempt by the quality of their research and their communication skills to get the research published. Those involved in editing are assuming the perceptual position of the academic who is assessing the work of others and learning to provide constructive feedback. The process will enhance not only their own enterprise skills but also their own capabilities in articulating and publishing their own practice based work as a reflective practitioner.

The entire entrepreneurial process consists of creating an innovative solution to an existing problem by implementing the solution in a practical environment. This will include the capacity to negotiate and to sell solutions to others in the work environment. It also includes learning to build your own personal profile through publication and dissemination of your practice. To develop these competencies and mind set requires experience of both creation of an innovative product and service but also getting agreement to the use and implementation of your work. The opportunity to act as both writers and editors allows students to understand this process both from the creator and the assessor of an innovative solution.

The Higher Education Academy have confirmed that student /staff co creation of a journal of this type represents best practice in transformational learning to create practitioners who can not only implement innovative practice solutions but articulate to others the learnings and challenges of implementation. This is of particular relevance to nursing education which must prepare students to deal with delivering healthcare solutions in a challenging environment.

I applaud this journal as an excellent example of brilliant learning student pedagogy for professional development. LJMU have recently won a national award in enterprise education from the UK government and have been shortlisted for the European Enterprise Promotion Award as one of the top three projects within the EU

and the winner will be announced in November. This journal is an excellent example of the ground breaking nurse education in LJMU. I am convinced it is likely to further develop to meet international demand for transformational nursing projects in healthcare education.