

Research Report A

Enterprise for All? Understanding Student Disengagement in Enterprise Education through the Use of Student Researchers.

Written by: Tom Meldrum, Ryan Gallagher, George Head, Galina Ignatova, Andrew Ologunbe and Adrian Walerowski, students at Aston University and the University of Gloucestershire

Edited by: Jason Evans and Dr Anna Rebmann

Project: Enterprise for All? Understanding Student Disengagement in Enterprise Education through the Use of Student Researchers

Funded by: EE-UK Enterprise Education Research Project Fund



Research Report A	1
Enterprise for All? Understanding Student Disengagement in Enterprise Education through the Use of Student Researchers.	1
1.0 Introduction	1
2.0. Literature Review	2
2.1. Entrepreneurship	2
2.2. Skills.....	2
2.2 Student Engagement	4
3.0 Research Method	6
3.1 Focus Groups	6
3.2 Sampling	6
3.3 Recruitment.....	7
3.5 Objectivity	7
3.6 Question Design	7
3.7 Ethical Considerations	9
3.8 Data Analysis	9
3.9 Limitations.....	10
4.0 Findings and Discussions.....	10
4.1. General Preconceptions about EEE	10
4.2. Marketing and Communication of EEE	12
4.3. The Relevance of EEE to the Student.....	13
4.4. The Risk versus Reward of EEE	14
4.5. Integration & Teaching Approaches/Methods	16
5.0 Conclusion	19
5.1. Introduction	19
5.2. Review of the Research	19
5.3. Recommendations	19
5.4. Limitations and Future Research	21
References.....	22
Appendices	27
Appendix A - Coding manual	27
Appendix B – Evidence of coding	28
Appendix C – Evidence of Transcription (UG, FG1)	38

1.0 Introduction

Entrepreneurship is recognised as a key factor for the growth of local and national economies, through the provision of jobs, opening of new markets and driving innovation (European Commission, 2018 and Weinberger, 2016) with the European Commission (2018 p.1) stating that “Europe’s economic growth and jobs depend on its ability to support the growth of new enterprises”. Within the UK, entrepreneurship provides an aid in the rebalancing of the economy (Rae *et al.*, 2012). Established as a government approach to assist in the recovery of the economic crisis in the late 2000s (Pringle *et al.* 2011), this has led to increases in funding from the Higher Education Innovation Funding (HEIF) stream and to greater emphasis on entrepreneurship by the UK government (Department for Business Innovation and Skills, 2010).

Universities in the UK offer a chance to inspire students and provide them with the adequate education to become entrepreneurial thinkers (Weber, 2011) as well as providing business support through networking opportunities or university led incubators. The key skills and competencies of students entering the working world must change and adapt to suit what is required of them, and Higher Education Institutions (HEIs) need to echo this towards their students. Lord Young (2014) suggests that process driven skills highlighted in team sports, or conformity are no longer highly valued by companies. Currently, skills based on creativity and self-reliance, which are closely associated with entrepreneurship, are sought in graduates (Young, 2014). According to Owens and Tibby (2012 pg. 3), “employers expect graduates to be innovative, resilient, and have an enterprising mind set.” Thus, entrepreneurial skills affect both the students’ capacity to improve the economy through the merits associated with business creation and their ability to learn new skills and obtain jobs in firms seeking to improve their innovative ability, the latter having been termed ‘intrapreneurship’ (Carrier, 1994). Hence, the importance of enterprise and entrepreneurship education (EEE) has two main factors: (1) the impact it has on students’ employability and business expertise after graduation, and (2) the impact entrepreneurship, venture creation and self-employment have on the UK economy. HEI’s, have an opportunity to impact on these factors by the provision of entrepreneurship programmes in the UK, but also by ensuring the students actually engage with these programmes.

Alongside the provision of EEE activities, HEI’s within the UK must strive to ensure students are effectively informed and engaged with them. As Coates (2009) explains, student engagement is important in helping students to achieve the learning objectives set by the course, as well as attracting and retaining students once they are enrolled (Coates, 2009). Research in the area suggests that student engagement has a positive effect on students’ success and development (Trowler, 2010; Kahu, 2011). Both social and academic engagement can lead to positive effects on students’ intellectual and interpersonal beliefs (Almarghani and Mijatovic, 2017).

From a university perspective, the importance of student engagement in EEE can be found in the relation to its contribution to entrepreneurial activity. Investment in entrepreneurship initiatives within universities, must show a net positive return to the

economy (Rae *et al.*, 2012), which can only be achieved if students actively engage with the content made available to them.

The aims of this research project are to explore students' experiences with EEE, specifically focusing on their engagement and reasons behind this, and to use this information to make recommendations on how engagement in entrepreneurship education within HEIs could be improved.

1.2.1 Research Questions

RQ1: What factors affect students' willingness to engage in EEE?

RQ2: How can students' engagement in entrepreneurship education be improved?

2.0. Literature Review

2.1. Entrepreneurship

Whilst many definitions for entrepreneurship exist, most focus on 'opportunity' and 'value'. For example, "Entrepreneurship is the pursuit of opportunity beyond resources controlled" Eisenmann (2013 p.1); and "Someone who sees an opportunity to create value and is willing to take a risk to capitalize on that opportunity; some elements of this are opportunity spotting, risk taking, and value creation." (Hagel, 2016 p.1).

Whilst these definitions together offer a good insight into what entrepreneurship is in a business context, the QAA (2018) offers definitions of both enterprise and entrepreneurship in the context of a higher education setting. They define entrepreneurship as "the application of enterprise behaviours, attributes and competencies into the creation of cultural, social or economic value. This can, but does not exclusively, lead to venture creation." (QAA, 2018 pp.7). This definition highlights that entrepreneurial intentions can reach beyond profit generating activities, and even beyond venture creation in terms of opening up to ideas surrounding intrapreneurship.

As previously established, entrepreneurship is not solely concerned with new venture creation. Whilst venture creation is often an outcome, the two are not exclusively linked. The intrapreneur takes entrepreneurial competencies into the corporate environment, promoting change in larger companies who may have lost these ideals with their size (Luchinger and Bagby, 1987). These competencies are deemed desirable to corporate entities by both theorists and practitioners (Stevenson and Jarillo, 1990). Whilst a company's intrapreneurial ability ultimately falls to the company and management style (Rule and Irwin, 1988) the selection of entrepreneurial minds at the recruitment stage confirms that EEE does not necessarily equate to venture creation, and the competencies learned can improve the employability of graduates.

2.2. Skills

Alongside a definition of entrepreneurship, the skills and competencies that characterise someone as being entrepreneurial are often highlighted. Different approaches to the view of entrepreneurship make for a differing opinion on the

relationship between entrepreneurial and individual traits. Earlier studies on entrepreneurship tend to adopt a trait approach, which summarily suggests that entrepreneurs' traits alone are the key to explaining the phenomenon of entrepreneurship (Gartner, 1989). Contrasting this, arguments backed by empirical research (Brockhaus, 1980; Gartner, 1989) suggest closely examined traits do not differentiate an entrepreneur from a manager. Similarly, Stevenson and Jarillo (1990) explain that an entrepreneur will use whatever resources are available to them in the pursuit of opportunity. These resources extend to individual characteristics and traits, suggesting that there are no 'necessary' traits an entrepreneur must have present to be successful; instead, people are able to learn skills which, alongside their inherent traits, help them with future entrepreneurial endeavours (Stevenson and Jarillo, 1990). Therefore, entrepreneurial traits aid, but are not crucial to entrepreneurial success.

According to Elmuti, Khoury and Omran (2012), entrepreneurial skills fall into three distinct categories. These are technical skills, business management skills and personal entrepreneurial skills. Both technical and business management skills are recognised as those that can be taught in class (Elmuti *et al.* 2012), whilst personal entrepreneurship skills are more aligned with traits or characteristics. A paper with a similar outlook on entrepreneurial success factors lists some of these skills that can be taught as separate managerial and interpersonal lists (Ibrahim and Goodwin, 1986) which include: a niche strategy, organisational structure, a budgeting system or experience. Interpersonal examples include: customer relations, employee relations, and interpersonal skills (Chu, Benzing and McGee, 2007). The nature of skills and traits often leaves researchers preferring the term 'competencies' to encompass both.

Finally, Lazear (2004) concludes that to have the highest chances of success entrepreneurs should have a well-rounded or generalised skill set. This has been named the jack-of-all-trades view. The rationale behind this view is that entrepreneurs are often from non-technical fields, and the extent of their innovation can be limited to business innovation. This view has varied support (Lazear, 2004; Wagner, 2003), but also critics, who suggest that entrepreneurs need more expert skills (Lechmann and Schnabel, 2014) or that the well-rounded attitude leading to success is an innate ability present in entrepreneurs (Silva, 2007).

2.1.1 Enterprise and Entrepreneurship Education

EEE is defined as any pedagogical process which promotes the learning of entrepreneurial attitudes, skills and competencies (Bae *et al.*, 2014; Lackeus, 2015; Morris *et al.*, 2013). EEE functions as an important segue into introducing the idea of entrepreneurship to students and can directly affect the levels of entrepreneurial outputs on the economy (Oosterbeek, Praag and Ijsselstein, 2010).

Pittaway and Edwards (2012) identify four methods for teaching entrepreneurship. (1) education *about* entrepreneurship, (2) education *for* entrepreneurship, (3) education *through* entrepreneurship and (4) education that is *embedded* in other non-business programmes. From these four types of EEE, the most common approach used in HEI's is the *about* approach (Mwasalwiba, 2010). This type of education is characterised as a content led approach to EEE. It often takes a more pedagogical form, with the aim of raising awareness of entrepreneurship and sharing knowledge (Pittaway and Hannon, 2008). The issue with using an *about* approach to EEE is this may not be the most effective method to teach the desired outcome of skills to the students. It is

argued that entrepreneurship skills are best learned through experiences (Cope, 2005) and therefore perhaps HEI's should instead adopt *for*, or *through* approaches to teaching to achieve the most effective learning outcomes for their students. Also, according to Moberg (2014), the most effective method of teaching the softer, less cognitive skills is via a learning-by-doing or *through* approach, suggesting that this could improve the quality outcome of the learning.

2.1.2 Entrepreneurial Self-Efficacy

Entrepreneurial self-efficacy has been defined from the literature as a positive mediator between EEE and entrepreneurial intentions (Chen and He, 2011) and may be used as a measure of how effective EEE is, as well as aid in explaining the level of engagement some students commit.

Self-efficacy is an individual's estimate of their "capabilities to mobilize the motivation, cognitive resources, and courses of action needed to exercise control over events in their lives" (Wood and Bandura, 1989, pp.364). Self-efficacy suggest that not only do individuals require expert knowledge and skills, but also true self-belief that these skills can be used consistently in difficult circumstances (Wood and Bandura, 1989; Schunk and Pajares, 2009). Entrepreneurial self-efficacy in the context of HEI is concerned with how students believe that their entrepreneurial skills learned in their programmes of study can be used after they graduate. HEI's are a source of entrepreneurial self-efficacy through teaching entrepreneurship in a way that gives students a sense of overcoming a problem with persistent effort and how this may lead to success. Students need to feel that their capabilities are strong enough to manage setbacks before they can achieve the feeling of personal efficacy (Wood and Bandura, 1989). The concept of self-efficacy helps understand how EEE can affect students' intentions post-graduation. The importance placed on EEE in HEI's is concerned with the likelihood of job creation or economic benefit that entrepreneurs create but educating students alone may not lead directly to this. Universities must seek to first engage students in EEE programmes and then aim to develop their entrepreneurial self-efficacy to best equip students to reap the benefits entrepreneurship and small business creation provide.

2.2 Student Engagement

Student engagement is often considered an underlying reason behind why university students commit, challenge themselves and enjoy successes with their academic career (Reschly and Christenson, 2012). For the context of this research, student engagement can be defined as student involvement or commitment to academic opportunities provided by the HEI (Hu, Ching and Chao, 2012). Recent focus on student engagement comes from literature that confirms that engagement has a positive influence on student success (Biggs, 2003; Coates, 2009; Krause and Coates, 2008). Others have also suggested that student engagement in academic and social activities leads to enhanced interpersonal and intellectual development (Almarghani and Mijatovic, 2017). From a HEI's viewpoint, the desire to be engaged in EEE is important in teaching students how they can best navigate the complexities of venture creation and to aid in retention of students within entrepreneurship programmes (Biggs, 2003; Coates, 2009; Peterman and Kennedy, 2003).

2.2.1 Why Don't Students Engage?

Within the literature, many barriers around the concept of engaging within entrepreneurship are cited. Firstly, Mayer *et al* (2014) argue that structural differences among various types of students will affect their motivation toward EEE, suggesting that there are different types of entrepreneurs and entrepreneurship students in general. Mayer *et al*, (2014), identify *nascent entrepreneurs, creative artists, generalists* and *analysts*. Further, Yar Hamidi, Wennberg and Berglund (2008) posit that creativity within individuals may increase their entrepreneurial intentions (EI), suggesting non-creative minds are less likely to want to engage in EEE. This concept was also explored by Davey, Plewa and Struwig (2011), where international students from different cultural backgrounds perception of EEE affected EI. Their conclusion was based on finding larger EI in respondents from less developed countries. Whilst the UK was not included in the study, the trend that less developed countries are more likely to hold entrepreneurial skills in higher regard (Davey, Plewa and Struwig's, 2011; Sieger, Fueglistaller and Zellweger, 2014) could factor into the issue being experienced within the UK, suggesting cultural differences are another factor the study of EEE should consider.

Finally, it is important to explore the reasons why non-business students feel EEE is not relevant to their course or future. For example, Venesaar, Kolbre and Piliste (2006) found that technology students who did not plan to start a business after graduation, had less of a motivation to engage in entrepreneurship programmes. Secondary to this is the content being taught. Students are more interested in the provision of financial support or networking opportunities than lectures on entrepreneurship (Küttim *et al.* 2013), alluding to the fact that the absence of desired elements within the course may negatively impact engagement levels.

2.2.3 Self Determination Theory

Self-determination theory (SDT) considers the psychological needs of students, as well as intrinsic and extrinsic motivations and how individual differences will affect motivations. From the SDT a frame of understanding on why students do not engage in academia can start to be created. The foundation of this theory is in appreciating that students possess motivational resources that allow them to engage and be productive in their learning environment, but also, that the learning environment itself can either support or thwart these motivational resources (Reeve, 2012). From this we can interrogate not only the content of EEE in HEI's, but also students' motivations aligned to the learning environment or the teaching style.

2.2.4 How Can Student Engagement Be Improved?

Within the literature, engagement within EEE has been described as best achieved through the understanding that deep learning occurs (Balan and Metcalfe, 2012), when supported by a common understanding of the course objectives, student freedom to focus on a task rather than an assessment, and interaction between peers and teachers. This style of teaching is a good representation of *through* practices mentioned earlier within this review and strengthens the argument that to best engage students, they should have practical and real experiences both in and out of the classroom (Gstraunthaler and Hendry, 2011). Balan and Metcalfe (2012) also recommend that the most engaging methods of teaching entrepreneurship are through

poster assessment, team-based learning and small business awards. One study conducted in developing nations found that the quality of teaching is the most important factor HEI's can improve that will also affect their student engagement levels (Almarghani and Mijatovic, 2017). One further recommendation found from the literature was the use of serious games. Serious games provide an enjoyable method for students to experience and learn some of the concepts taught within entrepreneurship and have been shown to be an engaging activity (Mayer *et al.*, 2014).

3.0 Research Method

3.1 Focus Groups

We used focus groups to answer our two research questions:

RQ1: What factors affect students' willingness to engage in EEE?

RQ2: How can students' engagement in entrepreneurship education be improved?

Focus groups were chosen to research these questions as they "are particularly helpful in allowing researchers to discover not only what people think about a particular issue, but also 'why they think the way they do' (Easton et al. 2003: 719)" (Watson and Newby, 2015). Focus groups have the advantage of being a relatively easy to qualitatively capture the views of a larger number of individuals as it requires less time than individual interviews to organise and run. They also allow for interaction between participants which can facilitate thinking on a subject, more in depth discussion and a greater probing of meaning as participants (Watson and Newby, 2015).

Eight focus groups were undertaken. Four at Aston University, and four at the University of Gloucestershire. Each focus group had between 6-10 participants. This approach was taken as smaller samples, which focus on the depth of discussion are most appropriate for our goals (Saunders, Lewis and Thornhill, 2016). Each focus group was conducted with at least one moderator, who recorded the audio, and then transcribed it with the rest of the team. To minimize bias and avoid alerting the participants to the goals of the research care was taken to ask direct questions and questions that wouldn't lead the respondent. (Silverman, 2010). Given that half of the focus groups were done with Aston University students, and the other half with University of Gloucestershire students, the questions, phrasing, format, and participant numbers were all decided prior to conducting the focus group.

3.2 Sampling

The research question and objectives themselves do a lot to establish the primary criterion of the sample. That is, students within the sample Universities who are unengaged in EEE, as this would provide the project with the most valuable data. However, it is difficult to ascertain in advanced which students are unengaged so sometimes students with experience of EEE were included in the sample. However, there are some advantages to this as it added a diversity in viewpoints (Guest, Namey and Mitchell, 2013).

We also wanted to ensure that we had a good representation of students from different parts of the university, so efforts were made to ensure that roughly equal numbers of students were recruited from each of the different schools in Aston and Gloucestershire. The Gloucestershire team were able to conduct focus groups by separating different schools into different focus groups, namely:

1. FG1 – Business
2. FG2 – Media
3. FG3 – Sports Management
4. FG4 – Sports Science

The team at Aston was not able to split focus groups by school, due to sampling constraints caused by the lack of willing participants representing different schools at the specific times that the focus groups were scheduled. However, there was a good level of representation of each school within the focus group sample.

3.3 Recruitment

The recruitment process involved many channels including reaching out to personal networks, leaflets, email marketing, and speaking to course-leaders. While all methods have contributed to acquiring participants, reaching out to students within the team's personal networks has been most effective.

To incentivize prospective participants to take part, the team agreed to provide a free lunch and snacks to anyone who attended a given focus group. The focus groups were also undertaken during afternoons. The combination of free lunch incentives and comfortable timings yielded a good result in attracting participants although it was found to be easier to recruit participants at the University of Gloucestershire than at Aston University.

3.5 Objectivity

Whilst often not as strongly associated with qualitative research as quantitative, objectivity is something the researchers strived to achieve (Letherby, Scott and Williams, 2013). This is due to purported links between objectivity and reliable findings, which themselves are associated with consistency and repeatability of results (Madill, Jordan and Shirley, 2000). The research team took steps to help increase the objectivity of the study and reduce any bias that may be imparted at any stage. One such measure taken was the accompaniment of the moderator by colleagues. Another check of objectivity will be the use of a coding manual at the analysis stage (Madill, Jordan and Shirley, 2000) (APPENDIX A).

3.6 Question Design

From information gathered from the literature, and in what has been considered the most effective way to complete the research aims and objectives, seven questions sets were developed for use in the focus groups. Within each question, some example probing questions have been included to aid the facilitator in creating a continued discussion.

1. What do you think Enterprise and Entrepreneurship Education is?

- Can you give an example, words or activities?
- What do you think is the goal of Enterprise and Entrepreneurship Education?
- What do you associate with Enterprise and Entrepreneurship Education?

2. What skills are involved in/developed through Enterprise and Entrepreneurship Education?

- What do you think people are taught in Enterprise and Entrepreneurship Education?
- How do you think Enterprise and Entrepreneurship Education differs to what you are studying?
- Do you think that your course help you to develop those skills?

3. Do you know any Enterprise and Entrepreneurship Education activities?

- Have you taken part in any? When? How did you find it?
- Would you be interested in taking part in the future?

4. What do you think is the average student opinion on Enterprise and Entrepreneurship Education?

- Do you see Enterprise and Entrepreneurship Education as relevant to your future career or studying?
- What elements do you find exciting when talking about Enterprise and Entrepreneurship Education and entrepreneurs?
- Do you find Enterprise and Entrepreneurship Education accessible?

5. In your opinion why would the average student engage/disengage with Enterprise and Entrepreneurship Education?

- What changes need to be made in Enterprise and Entrepreneurship Education to attract more students?
- Would you be interested to take an optional Enterprise and Entrepreneurship Education module? Why?
- What would make you interested in participating in Enterprise and Entrepreneurship Education?

6. At university what do you think is done right at UoG and what do you think needs improvement?

- What elements would you expect to be covered if you take an Enterprise and Entrepreneurship Education course?
- What would encourage you to consider Enterprise and Entrepreneurship Education?
- How can Enterprise and Entrepreneurship Education be improved in Aston University?

7. If Enterprise and Entrepreneurship Education is a product how would you sell it to students?

8. How did you find the discussion? Did you expect something different or similar? Do you have any thoughts to share but did not have the opportunity?

Question 1: To begin the focus group this question was devised to first gauge the participants' understanding of what they believed entrepreneurship to be. This was chosen due to an unclear understanding of what entrepreneurship itself is within the literature. Responses to this question have a chance to signal to the researcher that a lack of understanding on the term itself could signal a reason as to disengagement.

Question 2: This question was designed to indicate what skills students most strongly associate with EEE. This would allow the researcher to compare what the literature

suggests is taught during EEE, and what perceptions students have on what is taught. Again, disparate answers could themselves indicate reasons for disengagement.

Question 3: Chosen to gauge student awareness of EEE within the university. This had the chance to explain a reason for disengagement is simply due to lack of knowledge.

Question 4: This was designed for participants to explain how they believe other students perceive EEE. Responses to this should help with the question of relevancy of EEE to students which was explored in the literature.

Question 5: This question came from the literature which tried to explain the reasons why students do not engage.

Question 6: This aimed to get students' insights into what could be done by a university to improve and perhaps engage them or future students. The recommendations provided by the literature will be compared and correlated to the responses from this question.

Question 7: This was chosen to reaffirm student perception on EEE and provide insight into what the key selling points would be considered as. This will aid in the recommendations.

3.7 Ethical Considerations

The project was conducted with the strictest ethical standards, according to Farmonds (2012) steps on ethical research. To ensure excellent standards, participants were given a briefing and consent form before participation in the focus groups, along with verbal briefings. Participant anonymity was ensured through the removal of names at the transcription stage. All data was kept on encrypted files and stored on password protected computers. Once transcribed, all audio files were deleted. Participants were advised that they were entitled to view data provided but the data must remain confidential. Finally, participants had the right to withdraw their data at any time during the research process, up until the total anonymisation of data has been completed.

3.8 Data Analysis

Thematic analysis was employed to categorise the data in the project. It was chosen due to both the nature of the research, and its capability to narrow down large data sets in a relatively short time. This was important due to time constraints associated with both the project deadline, and the time spent in coordinating the team at Aston and Gloucestershire. Thematic analysis first starts with the transcription of focus group data (see APPENDIX C for an example). The researchers then read the transcripts and using knowledge from their immersion in the focus groups and came together to discuss and agree upon the themes emerging from the data (Burnard et al., 2008). Several headline themes were agreed upon along with subthemes. From this discussion a coding manual was developed (APPENDIX A). The coding practice within the analysis was then used to work through the transcript and relate specific evidence to support the themes.

3.9 Limitations

The sample of participants means issues surrounding representation arose. Students who are willing to engage in a student run focus group will be represented in the results. However, the ones who are not likely to engage in such research activity are not included and are likely to be the least engaged in enterprise education (Bryman and Bell, 2015). Also, as the sample is not population wide, a population wide conclusion cannot be made. Any conclusions however will be representative of the participants studied.

A limitation of a group discussion is in the unwillingness of participants to share personal experiences or perhaps feeling overshadowed by others with more experience, thus affecting their responses (Hennink, Hutter and Bailey, 2011). This could have been mitigated by using techniques like a written response before discussion but was not adopted as it was deemed too disruptive to the flow and timing considerations of the focus groups. However, the focus groups were conducted by other students and attention was paid to create a welcoming environment and call upon all participants for responses to try to lessen this issue.

The experience of the research team will also impact on the reliability and validity of the results. Inadvertent mistakes at any stage may have affected the results, and whilst care was taken to prevent mistakes, a lack of experience makes mistakes more likely (Saunders, Lewis and Thornhill, 2016).

4.0 Findings and Discussions

Based on the data collected from the primary research several important findings emerge from this study. Using thematic data analysis, based on both the written transcripts and immersion of the researcher in the group discussions, five main themes have been identified as reasons as to why students may disengage in EEE. These are:

1. General preconception of entrepreneurship
2. Marketing and communication of EEE
3. The relevance of EEE to the student
4. The risk vs reward of EEE.
5. Integration & teaching approach/method

The full list of themes and codes is present in APPENDIX A.

4.1. General Preconceptions about EEE

One important theme found was the general preconceptions participants had about EEE. We asked all participants what they thought enterprise and entrepreneurship education is. The primary preconception was that it is about starting one's own business.

Linked with this was the preconception that *“obviously the idea is the most important thing”* (UG, FG1). There were a few participants who identified concepts like intrapreneurship (although none used this term), or have pointed out that entrepreneurship skills can be useful outside of starting one’s own business.

These show a lack of expanded student understanding of entrepreneurship and enterprise education, which according to many definitions, is not purely encompassed via idea generation and business creation, and often expand into value creation and skills that can be applied in employment or non-professional life.

While a strong consensus was reached regarding what entrepreneurship is among all focus groups, points of contention were raised regarding;

- Soft Skills
- Academic/Theoretical “Hard Skills”

“you’ve got keep motivated, and ambition because you’ve got to have some kind of goal” UG, FG2

Participants consistently mentioned a plethora of soft-skills and traits which they believed are taught in EEE - for many, these skills and traits were also considered prerequisites to becoming an entrepreneur. Technical skills and academic concepts came up less often, but there were a few that came up consistently including *“accounting”* (AU FG8), *“money management”* (AU FG8), *“economics”* (UG, FG3) *“finance”* (UG, FG3), *“human resources”* (UG, FG3)

When pressed, participants often lacked clear and specific reasons as to why these skills were necessary to entrepreneurship, which demonstrates that students knew broadly which terms are associated with business but had no understanding of where specific skills fit into the entrepreneurial toolbox.

One question sparked a lively debate throughout all eight focus groups, and this was the conversation over whether an entrepreneur is born or made. Participants made nuanced points arguing their cases. The majority of students agreed that the skills of entrepreneurship can be learned, and that environment plays a bigger role than a person’s initial conditions such as genetics. However, there was some agreement that people can be predisposed to entrepreneurial traits, and some have said that traits (such as motivation) cannot be taught. *“so educating people in this way is quite tricky because you can’t teach motivation, you could try and motivate people but you can’t [.] you can’t give someone confidence, you can’t make them more creative.”* (UG, FG2)

“a skill that you can acquire over time based on, obviously, the different things that you do” (AU, FG5)

An interesting set of observations emerged in the fifth focus group, who delved deep into specific characteristics and elements of one’s environment that may influence them into becoming an entrepreneur.

“I think country as well, ‘cause I feel like, Nigerians, where I’m from, they have a very strong entrepreneur background, very strong because maybe the education system isn’t as great” (AU, FG5)

“statistically 40% of Nigerian women are actually entrepreneurs [?:Yeah]it is the highest in the entire world” (AU, FG5)

Ultimately, the findings provide insight into how students think about EEE. This can be used for crafting marketing communications to attract this subset of students. Specifically, it is important to communicate the benefits students believe they can get from EEE.

4.2. Marketing and Communication of EEE

The consensus across the two universities seems to be that there is a lack of effective marketing and communication surrounding the promotion and execution of EEE. Participants felt that there was not enough promotion being carried out by the university and claimed that more could be done to push EEE to more students.

“I think they need quite a big marketing push for it... There’s a lot of things in the uni that people just don’t know about and they can send emails, they can put banners up, they can put posters up” – AU, FG3AD.

It was felt that use of emails was being poorly leveraged, and participants thought more could be done in this area to boost the effectiveness of marketing EEE.

“Well I had one email and that one female that worked there has left and I haven’t had an email off them since” – UG, FG1DI

“If you researched it you’ll find out a lot but there’s not anything coming through by email and stuff that I’ve seen anyway.” – UG, FG1MP.

Participants also argued that the material already could increase students’ interest by focusing on the benefits of EEE.

“More information about the benefits of it would pique interest more throughout the university” –UG, FG3RH.

This is both down to existing modes of marketing and communication not reaching the relevant people and down to existing methods. Current marketing does not mention activities which students of all levels of study and subject area would be interested in. Such activities like networking and financial support, which Küttim *et al* (2013) suggests are desirable among students, may be a place to start. Furthermore, focus group participants felt that it should clearly indicate that anyone can get involved – not just business students.

Aston participants also mentioned that if sessions being held at the university were more interesting, and were perceived as more granular, student participation may improve.

“You just feel like you’re gonna hear the same thing, but if it was like a series for example, seven days ... I think if you keep the theme general then you’re just gonna invite like five people.” – AU, FG1.

It was later mentioned in the same focus group that being more specific in the sessions may improve numbers as “people are interested in the details” - AU, FG1.

Most of the students involved demonstrated a lack of awareness to any promotional material, either through poor design on the university’s part or by ignorance of the individual(s). They also had little knowledge of any EEE activities being run by the institutions, which goes hand-in-hand with poor promotion. It is no surprise that very few of the students engaged in EEE given this prior knowledge of what was on offer. Coupled with the confusion of schemes that were not related to EEE, it is easy to see why participation and engagement numbers are low. The words of the students also give further insight into what can be changed to rectify the issues raised.

4.3. The Relevance of EEE to the Student

Relevance is one of the most prevalent and broad themes that emerged from the focus groups as students take it into account even when discussing other themes. There is a constant reoccurrence of the idea of perceived value and motivation (A3) which is strongly linked with the student’s degree, personal goals/plans, career aspirations, personality inclinations, learned skills etc.

Further assessment highlights that value and motivation is assessed by students and helps them to determine and conclude if EEE is for them. One key aspect of evaluating the relevance of EEE to them is based on the risk/ reward system which will be discussed in section 4.4. The assessment of whether EEE is relevant to the student links into the preconception of entrepreneurship that they have and the way that they see entrepreneurship relating to their studies. Generally, participants had a negative perception with the way in which their course promotes the ideas of entrepreneurship, stating that in fact their degree is a pathway to a career, not one that may result in entrepreneurship or through EEE.

“why would I want to be an entrepreneur when my course gives me a job anyways?”
– UG, FG4GB.

“I feel our course is very geared towards working for someone else...” UG, FG3JH

These findings suggest that students who do not wish to become entrepreneurs, see EEE as irrelevant to them. The literature shows this fact is not exclusive to the sample groups (see for example Venesaar, Kolbre and Piliste, 2006), and this is a consideration the wider HEI community should make.

Focus Group 1 (UG FG1) expanded on this point that there is too much focus within universities on graduate employment, and not enough on starting your own business. Participants in FG1 stated that perhaps if the university placed more emphasis on business creation then more students would be willing to engage in EEE. Understanding this line of thought is important for universities as it will help either improve the product offering of EEE to correlate with student perceptions more closely or work towards altering student perception around EEE.

A strong outlier to this trend was the media group at the University of Gloucestershire, who unanimously agreed that entrepreneurial skills were extremely relevant to them. This is because of the focus on freelancing in the media career pathways. The

perceived job world within media places a strong emphasis on graduates being able to network and market themselves. The participants agreed that EEE is important to their job prospects and that it is relevant to their degree.

“Do you see EEE as relevant to your future career?”

“Definitely” ((General agreement)) – UG, FG1CK

However, it is interesting that sports science students who are likely to be self-employed, for example as personal trainers, did not see the same relevance of EEE to their futures and careers. This suggests that there may be a difference in the entrepreneurship is communicated in the different programmes.

Another outcome of the research was that the participants may value their time at university as time spent towards reaching their graduation, not so much as an opportunity to learn as much as possible. Evidence of this thinking is below.

“I’ve got my course to think about I need to graduate with a good degree and might be an easy excuse for them (Students) to back out of it” – UG, FG3GG.

“Yeah, well it’s not going to benefit me I’m not going to waste my time” – UG, FG4GB.

This supports Bigg’s (1999) argument, who wrote that the number of students seeking to just complete their degree is rising in proportion to those attending to excel academically. This would negatively affect student engagement due to beliefs that anything not necessitated by their degree is not worth doing or could divert their resources away from achieving the best possible outcome on their assessments.

4.4. The Risk versus Reward of EEE

A further theme found was the concept of risk and reward of EEE. Consistent with the perception of EEE being purely for business creation, participants felt that EEE and the development of a business is a risky endeavour, the benefit of which does not correspond to the effort and time invested. As a result of that participants indicated lack of motivation to engage in EEE.

Overall, when introduced to the wider concept of enterprise education, the students agreed on the benefits of EEE for purposes different than creating a new business, however, the focus of their attention during the discussions remained exclusively attached to pursuing, development and management of a new business. An important point that emerged from the data collected from both universities is the fear of failure associated with the development of a new business.

“one in 10 businesses don’t actually work out” UG, FG1DI

“somebody who’s pursuing entrepreneurial education... might be confident in taking the entrepreneurial risks... but then other people might not do it because they’re afraid of taking the risks...” AU, FG3AD

The data indicates that prior to engaging in EEE students consider multiple factors, including the relevance of the activity to them and their course, their willingness to

pursue a business of their own, their knowledge and perspective of business and the condition of the market.

This links to another main finding of the study - the students' lack of self confidence in their ability to take advantage of the knowledge gained through EEE in the development of a business of their own.

"I'm still not in my third year and I don't have a clue where I would start if I was to start to be honest based on my two years." –UG, FG1KL

Despite having access to the competencies earlier in the transcript, this participant shows a lack of entrepreneurial self-efficacy as they have low self-belief that previous knowledge they have acquired can be used in future entrepreneurial projects (Chen and He, 2011). Ongoing evidence throughout the research shows that many of the participants believe they, or other students, have low self-efficacy. The role of the HEIs is to help grow students' efficacy, and this research highlights this as an issue, and this should be considered when aiming to improve student engagement.

In some of the discussions the Aston University students related engagement in EEE activities to personality and gender, suggesting that people more prone to taking risks would be more likely to engage as compared to people desiring security and stability in their future.

'... it's the dad that pays the rent, y'know, they pay the bills, this and that, so if it goes wrong, they have way more to lose, but the ladies, like they haven't really got that much to lose" AU, FG1SU

'... she likes to play it safe, so again she's like being on one job for the past what, 20 years, she's never looked for umm... employment that will pay more or...' AU, FG1CN

In reasoning about EEE and engagement in EEE activities the participants referred to their own experience with business and to the experiences of relatives and friends. Therefore, one reason for disengagement may be rooted in the preconceptions created by those experiences.

There is also the belief that the engagement in such activities would be a waste of a valuable time and effort that could put doing well in their degrees at risk. This point, had emerged throughout all focus groups with multiple participants sharing similar concerns.

"we have a lot of things to do in a very short period of time ... we had a lecture from a guy that came last year and said exactly the same as he did the year before. And I took time out of my day to come and listen to this when I could have been doing my assignment." GU, FG4GB

"there's no clear benefit...it's not a benefit that you can see..." AU, FG1TG

The theme of risk and reward is interrelated to the themes of relevance, general preconceptions and approach. The participants showed considerable concerns related to the approach undertaken by universities in marketing the EEE activities and

both the perceived and actual benefit gained by the students. This shows that there is a need of balance between the effort and time invested in those activities and the perceived benefit that result from them. It seems that students identify their investment as greater than the actual benefit gained, which was specified as one of the main reasons for disengagement.

4.5. Integration & Teaching Approaches/Methods

The theme of integration of EEE into students' time at university was constructed through both how students felt it fit into their time at university and degree, and the availability and suitability of external sources where both of these elements, if integrated poorly, could impact engagement. Examples of these external influences include societies, clubs, ecosystems and incubator facilities that are available for students. Additionally, students commented that they felt teaching approaches and methods were not engaging and disconnected from the real world. The theme has been split into the current state of integration and approaches/method and what this means for engagement, and what students say regarding the future. Whilst no clear consensus was reached on whether integration or teaching approaches are good or bad at either university, or in fact integration this would be positive or detrimental to EEE for students, the following findings have been identified as possible factors that may influence student engagement in EEE.

4.5.1 Current Practice

One of the elements that may be affecting engagement regarding the current state of integrated EEE was the disconnect between what is taught and expected from students in university, versus what is expected within the business world.

"I run a video production aside from uni and they're worlds apart. On one side I'm planning lighting and cameras and making sure the crew's alright and everything. Outside I'm sitting in lectures and having to write reports and stuff, there's a massive disconnect." AU-FG2

*"R: The degree is giving you something you can learn to use to be an entrepreneur."
B: "Yeah but it's not." AU-FG2*

"Education and actually working are quite separate in how you work and the environments." AU-FG3

It could be argued that current methods are not inspiring students to engage as they feel that traditional university EEE practices are too far removed from what is required in the working world.

On the other hand, again, the media school within the University of Gloucestershire are an example of a group that appears to have a well-integrated entrepreneurship element. This is mentioned throughout, with a placement and an enterprise module both being discussed.

"It's almost unconsciously you're doing it. So you're being an entrepreneur and you don't even realise you are." UG-FG2

We'll have to find a composer and then we'd have to network with either students or professionals or people from other uni's" UG-FG2

"It's kind of involved in what we're taught but it's not called that." UG-FG2

The successful integration of EEE is also mentioned elsewhere throughout the data, with participants citing teamwork, communication, networking and organisation skills, key for EEE (Lackéus, 2015), being learned skills from their courses.

Additionally, participants recognised that student led societies surrounding entrepreneurship would be a method of improving awareness as well as entrepreneurial skills and aid in the entrepreneurial ecosystem present throughout the university. However, none of the participants claimed to currently be involved in such a project. Reasons again could include the additional time commitment of a society membership, or as one participant suggested, that a *"society is something fun to do"*, suggesting that a barrier to successful integration is the perceived fun a student may expect. Again, this could be likened to Biggs' (1999) thinking that if it's not directly linked to the degree or enjoyable, then students are less likely to engage.

On the other hand, there were cases of students having been involved in the creation and running of different societies. The account these participants gave was indicative of displaying entrepreneurial competencies:

"I run BDsoc and We have about 200 members and organising events, managing them. Its very similar to running an enterprise or your own business..." AU-FG4

"I've started up a society and now I run the society, and I've also organized antibiotic awareness week, in conjunction with lots of other people but I was one of the leads. So, I guess I'm contacting sponsors, designing and getting merchandise and working with the university to secure like stands, stalls, and just getting funding from the university as well and working with the marketing department and the finance department and stuff like that..." AU-FG4

This shows that students can and are themselves currently integrating EEE into external university activities. Supporting data is limited on this statement, which could either represent that this is a rare occurrence or that students do not understand fully how their activities may benefit their EEE, linking back to the findings from *general preconception*.

4.5.2 Future Integration

Generally, participants believed that EEE should be offered as a well-integrated component of their degree programmes. But there were different view points on how universities should provide EEE. Some participants felt that a stand alone entrepreneurship module or course will be most attractive to them and could perhaps improve future engagement, others that it should be merged into existing modules.

"I would think it would work better as a course that you can do simultaneously" AU-FG1

“Make it a thing that’s integrated into your course. [Show] your course is not just a course, there’s ways to make money for yourself” AU-FG1

“Put out an optional module maybe on enterprise” UG-FG3

“Merge it with your modules so that once a week or every two weeks there is a seminar you need to go to, its compulsory.” UG-FG4

This suggests EEE that is integrated into a course or module will be the most effective. It seems that an important element of the integration is the fact that it aligns with students’ current time and workload commitments at university. This idea has been expanded on in more detail in the section on the risk/reward barriers of EEE.

Despite the apparent successful integration within the University of Gloucestershire Media School, participants still identified areas which may be improved upon. Examples of this include the lack of cross course student collaboration and integration, an issue also highlighted by Aston University participants.

“I don’t feel like we work enough with other media students at all” UG-FG2

“The business school is very separate.... And we never collaborate. Ever. Which is bad.” AU-FG3

Aside from in-course integration of EEE, it was identified that the accessibility to external sources may highlight an issue with students’ engagement levels. Throughout, both universities their two respective business incubators or equivalent were discussed. For the University of Gloucestershire, mainly among business students who appeared more knowledgeable of the incubator, the Growth Hub was identified as being inaccessible and this could act as a barrier to this system. Participants claimed that:

“I don’t feel connected to it [The Growth Hub] UG FG1

“Yeah you don’t want to go there [The Growth Hub]... UG FG1

“On the website its not really there for students anyway, I’ve looked. Where am I supposed to find the events they put on for students?” UG FG1

This is mirrored from Aston with BSEEN argued as inaccessible and the innovation centre as a poorly utilised resource and the connections between the university and the incubator being poorly understood.

“I’ve found BSEEN before and it’s not really encouraging me though.” AU FG3

“I mentor for BSEEN... I don’t know why there’s not some sort of connection between the university and innovation center.” AU FG2

It can be found that physical, and personal connection as well as demotivating practices and a failure in understanding the role of the incubators can result in a poor integration into university life, thus creating a barrier to student engagement in EEE.

5.0 Conclusion

5.1. Introduction

This chapter will serve as a conclusion to the research project. A review of the research objectives and research questions will be completed, ensuring they have been reached. Recommendations will follow, which will aid both the University of Gloucestershire and Aston University, limitations to the research carried out in this project, and recommendations for future research in this area of study.

5.2. Review of the Research

This research report has centred around student engagement in EEE. The main objective of the research was to understand what key factors affect students' willingness to engage in EEE. Eight focus groups were conducted in two UK universities capturing the views of 62 students. The focus group environment allowed for researchers to gain in-depth insights into student opinion on EEE. From this information key reasons for disengagement were established. A common misconception was EEE being centred around business creation and this was its main use. This idea was further amplified by other areas of disengagement covered by the focus groups, providing Aston and University of Gloucestershire with an area on which they may wish to focus on in further studies around student engagement with EEE.

5.3. Recommendations

The analysis chapter of this project gave insight into areas where the universities may be able to improve engagement in EEE. In this section, five main recommendations are given.

1. The most important aspect is to focus on how EEE is promoted to students.

The promotion of EEE activities within universities should strive to improve people's knowledge of EEE, and what it has to offer, while also outlining the benefits for students who are not studying business courses.

In particular, the promotion of EEE should answer questions such as:

- How can students link it to what they are doing?
- How does EEE link their current studies and chosen discipline? e.g. biosciences or engineering.
- How can students practically apply it in their personal situation?

So in terms of promotion it needs to be tailored to different disciplinary contexts and different types of students.

Also, it is important to think of how the information is provided. Currently a lot of promotion is done via email despite its ineffectiveness. Students have a tendency to disregard emails and many other marketing materials for various reasons.

The tone of language used in the can play a significant part in the success rate marketing materials via various channels. This includes the negative effects of words like 'business', 'conference' or even 'entrepreneurship' in some cases (emails sent to students studying non-business related degree). Language use needs to be aligned according to course relevance, so that in cases where email promotion is absolutely necessary, success rates can be increased. E.g. 'Do you want to learn how negotiation skills can help you become a better engineer?' This use of language avoids the usual connotations of 'entrepreneurship', which can put off students who consider it as something irrelevant to them if they don't want to be self-employed.

The form of/ or lack of appropriate visual cues in marketing materials, such as emails and posters can also lead to them being easily overlooked. Some form of visual representation is more likely to be noticed; but posters with interesting graphics, or YouTube videos are more likely to be watched than text is likely to be read. Social media, the university website or university app are more engaging ways of reaching students than e-mail. Another approach could be to get their subject lecturers, who students trust, to introduce the concept of enterprise and entrepreneurship education. If their subject lecturers are promoting it as useful and important, students are more likely to see EEE as relevant.

But it is also important to think about the timing. It would be best to introduce students to enterprise and entrepreneurship from the beginning of their degree programme. In year 1, students feel that they have more time to explore different options but in year 2, they are worrying either about securing a placement, their grades and final year so they are not as receptive, and the time/value balance becomes more of an issue. In all communications, the benefits of EEE need to be made extremely clear to students.

2. The content of EEE needs to be more obviously applicable to students and more interesting.

Often students complained that the content of any EE education they knew about was too general and thus they didn't see the relevance of it to their context e.g. their subject or their age group. They also wanted EEE to be practical, with all material clearly linked to practice and with opportunities to apply it in real life. They would like clear steps that they should take so that if they decide they want to be an entrepreneur or be more entrepreneurial they can apply what they have learnt to their lives.

Universities should work to improve teaching styles to engage the students, which is supported by Cope (2005). Students would also like more interactive elements to help them learn for example, games, or short projects where they can start and finish and learn about the whole process. Such projects were mentioned as good motivators if they have some end goal that students see as relevant to them rather than just content that they are required to learn. One of the recommendations made by participants is the gamification of EEE. This doesn't directly translate to the use of a digital solution such as an app etc. but rather, scenarios that encourage competitive behaviour and progress charting. One of such examples was given by a participant, who visualised a scenario whereby students in each department (school) within the university were given an entrepreneurial activity. Participants also mentioned that cross-departmental collaboration would be one of the more engaging options participants are interested in exploring as a means of a EEE.

As Biggs's (1999) theory of engagement suggests, it's important to include only what students find necessary, with a bias to developing vital competencies. Universities may benefit from looking at what the Media School at The University of Gloucestershire does in this regard. Students see networking as important and as an investment in the future, thus they also would like more opportunities to meet entrepreneurs and network with entrepreneurs who are relevant to their field. They would also like the opportunity to get one-to-one mentoring which would allow them greater opportunities to ask questions of entrepreneurs and get support with the practical side of EE or even get the chance to shadow them.

3. When there are different entities that provide EEE e.g. curricular and extra-curricular activities provided by different teams, there needs to be more and clearer connections between the different parts of provision.

Students are generally not aware of all the different EEE activities that take place with the university. This links to the issues raised in the recommendation on promotion - students often don't see the relevance of extra-curricular EEE activities if they are not promoted through their own programmes. It would help students to see the relevance of events if they were more clearly linked to their programmes of study.

5. The data suggests that some students calculate their time at university on a time/reward basis, meaning activities must contain some form of incentive to warrant student engagement.

The incentives identified from the focus groups are in the form of a monetary support for starting ventures, an activity to go on a CV or the chance to be able to create a career from your passion. External events and extrinsic motivations like incentives can lead to increased competence and autonomy in students (Reeve, 2012). This means the lack of incentives identified from the participants could then negatively affect other areas of their competencies regarding entrepreneurship. To best improve engagement then, EEE should provide students with both intrinsic and extrinsic goals and a motivating learning environment to provide the psychological needs required for successful academic socialisation and engagement. Considering the above findings, the HEIs may choose to inspire student goal setting through improved marketing and communication of EEE. Another way to align incentives and deal with the time/reward question is by embedding EEE in the to the curriculum. This not only allows it to be specific to their subject matters e.g. biological sciences or linguistics.

5.4. Limitations and Future Research

Due to the open-ended nature of the exploratory question, this research offers preliminary overview of the reasons why students do not engage with EEE activities in HEIs. The aim was to create a focused and concise report. As a result, the main have not been explored to their full extent. This research has provided a grounding for academic material in this field regarding student research and future research could potentially be focused to the extent of individual thematic outcomes this study has concluded.

References

- Almarghani, E.M. and Mijatovic, I. (2017) 'Factors affecting student engagement in HEIs-it is all about good teaching'. *Teaching in Higher Education*. 22(8), pp.1-17.
- Bae, T.J., Qian, S., Miao, C. and Fiet, J.O. (2014) 'The relationship between entrepreneurship education and entrepreneurial intentions: A meta-analytic review'. *Entrepreneurship Theory and Practice*, 38(2), pp.217-254.
- Balan, P. and Metcalfe, M. (2012) 'Identifying teaching methods that engage entrepreneurship students'. *Education+ Training*, 54(5), pp.368-384.
- Biggs, J. (1999) 'What the student does: Teaching for enhanced learning'. *Higher education research & development*, 18(1), pp.57-75.
- Biggs, J. (2003) 'Aligning teaching for constructing learning'. *Higher Education Academy*, pp.1-4.
- Brockhaus, R.H. (1980) 'Risk taking propensity of entrepreneurs'. *Academy of management Journal*, 23(3), pp.509-520.
- Burnard, P., Gill, P., Stewart, K., Treasure, E. and Chadwick, B. (2008) 'Analysing and presenting qualitative data'. *British dental journal*. 204(8), 429-432.
- Carrier, C. (1994) Intrapreneurship in large firms and SMEs: a comparative study. *International Small Business Journal*. 12(3), pp.54-61.
- Bryman, A. and Bell, E. (2015) *Business research methods*. 4th edn. Oxford: Oxford University Press.
- Chen, Y. and He, Y. (2011) 'The impact of strong ties on entrepreneurial intention: An empirical study based on the mediating role of self-efficacy'. *Journal of Chinese Entrepreneurship*, 3(2), pp.147-158.
- Chu, H.M., Benzing, C. and McGee, C. (2007) 'Ghanaian and Kenyan entrepreneurs: A comparative analysis of their motivations, success characteristics and problems.' *Journal of developmental entrepreneurship*, 12(03), pp.295-322.
- Coates, H. (2009). *Engaging Students for Success: Australasian Student Engagement Report*. Available at: https://research.acer.edu.au/cgi/viewcontent.cgi?article=1017&context=higher_education (Accessed 5 Feb. 2018).
- Cope, J. (2005) 'Toward a dynamic learning perspective of entrepreneurship'. *Entrepreneurship theory and practice*, 29(4), pp.373-397.
- Davey, T., Plewa, C. and Struwig, M. (2011) 'Entrepreneurship perceptions and career intentions of international students'. *Education+ Training*, 53(5), pp.335-352.
- Department for Business Innovation and Skills (2010) *Backing small business*. Available at: <https://www.gov.uk/government/news/backing-small-business> (Accessed: 5 Feb. 2018).

- Eisenmann, T.R. (2013) *Entrepreneurship: A Working Definition*. Available at: <https://hbr.org/2013/01/what-is-entrepreneurship> (Accessed: 6 Feb. 2018).
- Elmuti, D., Khoury, G. and Omran, O. (2012) 'Does entrepreneurship education have a role in developing entrepreneurial skills and ventures' effectiveness?'. *Journal of Entrepreneurship Education*, 15, p.83-98.
- European Commission. (2018). *Promoting Entrepreneurship*. Available at: https://ec.europa.eu/growth/smes/promoting-entrepreneurship/index_en.htm (Accessed: 5 Feb. 2018).
- Farrimond, H. (2012) *Doing Ethical Research*. Basingstoke: Palgrave Macmillan.
- Gartner, W.B. (1989) "Who is an entrepreneur?" is the wrong question'. *American journal of small business*, 12(4), pp.47-67.
- Guest, G., Namey, E.E. and Mitchell, M.L. (2013) *Collecting qualitative data: A field manual for applied research*. London: SAGE.
- Hagel, J. (2016) We need to expand our definition of entrepreneurship. Available at: <https://hbr.org/2016/09/we-need-to-expand-our-definition-of-entrepreneurship> (Accessed 6: Feb. 2018).
- Hennink, M., Hutter, I. and Bailey, A. (2011) *Qualitative research methods*. London: Sage publications.
- Hu, Y.L., Ching, G.S. and Chao, P.C., (2012) Taiwan student engagement model: Conceptual framework and overview of psychometric properties. *International Journal of Research Studies in Education*. 1(1), pp.69-90.
- Ibrahim, A.B. and Goodwin, J.R. (1986) 'Perceived causes of success in small business'. *American Journal of Small Business*, 11(2), pp.41-50
- Kahu, E.R. (2011) 'Framing student engagement in higher education'. *Studies in Higher Education*, 38(5), pp.758-773.
- Krause, K.L. and Coates, H. (2008) 'Students' engagement in first-year university'. *Assessment & Evaluation in Higher Education*, 33(5), pp.493-505.
- Küttim, M., Kallaste, M., Venesaar, U. and Kiis, A. (2014) 'Entrepreneurship education at university level and students' entrepreneurial intentions'. *Procedia-Social and Behavioral Sciences*, 110, pp.658-668.
- Lackéus, M. (2015) *Entrepreneurship in education. What, why, when, how*. Available at: https://www.oecd.org/cfe/leed/BGP_Entrepreneurship-in-Education.pdf (Accessed: 6 Feb. 2018).
- Lazear, E.P. (2004) 'Balanced skills and entrepreneurship'. *American Economic Review*, 94(2), pp.208-211.
- Lechmann, D.S. and Schnabel, C. (2014) 'Are the self-employed really jacks-of-all-trades? Testing the assumptions and implications of Lazear's theory of entrepreneurship with German data'. *Small Business Economics*, 42(1), pp.59-76.

Letherby, G., Scott, J. and Williams, M. (2013) *Objectivity and subjectivity in social research*. London: Sage publications.

Luchsinger, V. and Bagby, D.R. (1987) 'Entrepreneurship and intrapreneurship: Behaviors, comparisons, and contrasts'. *SAM Advanced Management Journal*, 52(3), p.10-13.

Madill, A., Jordan, A. and Shirley, C. (2000) 'Objectivity and reliability in qualitative analysis: Realist, contextualist and radical constructionist epistemologies'. *British journal of psychology*. 91(1), pp.1-20.

Mayer, I., Kortmann, R., Wenzler, I., Wetters, Á. and Spaans, J. (2014) 'Game-based entrepreneurship education: identifying enterprising personality, motivation and intentions amongst engineering students'. *Journal of Entrepreneurship Education*, 17(2), p.217.

Moberg, K. (2014) 'Assessing the impact of entrepreneurship education - From ABC to PhD'. PhD thesis. Copenhagen Business School. Available at: http://openarchive.cbs.dk/bitstream/handle/10398/8965/K%C3%A5re_Moberg.pdf?sequence=1 (accessed: 9 Apr. 2018).

Morris, M.H., Webb, J.W., Fu, J. and Singhal, S. (2013) 'A competency-based perspective on entrepreneurship education: conceptual and empirical insights'. *Journal of Small Business Management*, 51(3), pp.352-369.

Mwasalwiba, S.E. (2010) 'Entrepreneurship education: a review of its objectives, teaching methods, and impact indicators'. *Education+ Training*, 52(1), pp.20-47.

Oosterbeek, H., Van Praag, M. and Ijsselstein, A. (2010). 'The impact of entrepreneurship education on entrepreneurship skills and motivation'. *European economic review*, 54(3), pp.442-454.

Owens, J. and Tibby, M. (2014) *Enhancing employability through enterprise education: Examples of good practice in higher education*. Available at: https://www.heacademy.ac.uk/system/files/resources/enhancing_employability_through_enterprise_education_good_practice_guide.pdf (Accessed 5 Feb. 2018)

Peterman, N.E. and Kennedy, J. (2003) 'Enterprise education: Influencing students' perceptions of entrepreneurship'. *Entrepreneurship theory and practice*, 28(2), pp.129-144.

Pittaway, L. and Edwards, C. (2012) 'Assessment: examining practice in entrepreneurship education'. *Education+ Training*, 54(8/9), pp.778-800.

Pittaway, L. and Hannon, P. (2008) 'Institutional strategies for developing enterprise education: A review of some concepts and models'. *Journal of Small Business and Enterprise Development*, 15(1), pp.202-226.

Pringle, S., White, G., Pates, R., Cook, J., Seth, V., Beaven, R., Tomaney, J., Marques, P. and Green, A. (2011). '*Rebalancing the economy sectorally and spatially: an evidence review*'. Available at:

<http://www.sqw.co.uk/files/6713/8689/2651/evidence-report-33-rebalancing-economy-vol1.pdf> (Accessed: 5 Feb. 2018).

QAA (2018) *Enterprise and Entrepreneurship Education: Guidance for UK Higher Education Providers*. Available at: <http://www.qaa.ac.uk/en/Publications/Documents/Enterprise-and-entrepreneurship-education-2018.pdf> (Accessed: 6 Feb. 2018).

Rae, D., Martin, L., Antcliff, V. and Hannon, P. (2012). 'Enterprise and entrepreneurship in English higher education: 2010 and beyond'. *Journal of Small Business and Enterprise Development*, 19(3), pp.380-401.

Reeve, J. (2012) 'A self-determination theory perspective on student engagement' in Christenson, S.L., Reschly, A.L. and Wylie, C. (eds.) *Handbook of student engagement*. Available at: https://www.researchgate.net/publication/310773130_Handbook_of_Student_Engagement (Accessed: 22 Nov. 17).

Reschly, A.L. and Christenson, S.L. (2012) 'Jingle, Jangle, and Conceptual Haziness: Evolution and Future Directions of the Engagement Construct' in Christenson, S.L., Reschly, A.L. and Wylie, C. (eds.) *Handbook of research on student engagement*. Available at: https://www.researchgate.net/publication/310773130_Handbook_of_Student_Engagement (Accessed: 22 Nov. 17).

Rule, E.G. and Irwin, D.W. (1988) 'Fostering intrapreneurship: The new competitive edge'. *Journal of Business Strategy*, 9(3), pp.44-47.

Saunders, M., Lewis, P. and Thornhill, A. (2016) *Research methods for business students*. 7th edn. Harlow: Pearson education.

Schunk, D.H and Pajares, F. (2009) 'Self-Efficacy Theory', in Wentzel, K.R and Wigfield, A. (ed.) *Handbook of Motivation at School*. Abingdon: Routledge pp. 37-53.

Sieger, P., Fueglistaller, U. and Zellweger, T. (2014) *Student Entrepreneurship Across the Globe: A Look at Intentions and Activities*. Switzerland: GUESS. Available at: https://www.alexandria.unisg.ch/231545/1/GUESSSS_INT_2013_REPORT.pdf (Accessed: 12 Apr. 2018).

Silva, O. (2007) 'The Jack-of-All-Trades entrepreneur: Innate talent or acquired skill?'. *Economics Letters*, 97(2), pp.118-123.

Silverman, D. (2010) *Doing qualitative research*. 3rd edn. London: SAGE.

Trowler, V. (2010) *Student Engagement Literature Review*. Available at: https://www.heacademy.ac.uk/system/files/studentengagementliteraturereview_1.pdf (Accessed: 13 Feb. 2018).

Stevenson, H.H. and Jarillo, J.C. (1990). A paradigm of entrepreneurship: Entrepreneurial management. *Strategic Management Journal*, 11(2), pp. 17-27.

- Venesaar, U., Kolbre, E. and Piliste, T. (2006) 'Students' attitudes and intentions toward entrepreneurship at Tallinn University of Technology'. *TUTWPE*, 154, pp.97-114.
- Wagner, J. (2003) 'Testing Lazear's jack-of-all-trades view of entrepreneurship with German micro data'. *Applied Economics Letters*, 10(11), pp.687-689.
- Watson, J. and Newby, R. (2015) 'Provenance and use of focus groups' in Neergaard, H. and Leitch, C. M., *Handbook of qualitative research techniques and analysis in entrepreneurship*. Cheltenham: Edward Elgar.
- Weber, R. (2011) *Evaluating entrepreneurship education*. Munich: Springer.
- Weinberger, M. (2016) *Why entrepreneurs are essential to the global economy*. Available at: <https://www.ft.com/content/c1d2736c-1cdc-11e6-a7bc-ee846770ec15> (Accessed: 5 Feb. 2018).
- Wood, R. and Bandura, A. (1989) Social cognitive theory of organizational management. *Academy of management Review*. 14(3), pp.361-384.
- Yar Hamidi, D., Wennberg, K. and Berglund, H. (2008). 'Creativity in entrepreneurship education'. *Journal of small business and enterprise development*, 15(2), pp.304-320.
- Young, D. (2014) *Enterprise for all*. Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/338749/EnterpriseforAll-lowres-200614.pdf (Accessed: 5 Feb. 2018).

Appendices

Appendix A - Coding manual

- **(A) Relevance:** Yellow

(A1) Where? – Should I be doing this through university?

(A2) When? – Do I need this now? Time, Life etc.

(A3) Why? – What are my personal goals? Usefulness, Value etc.

- **(B) Approach/ Method:** Blue

(B1) What's being taught? Content, information taught etc.

(B2) How it's being taught? Role Models, Practical, Lectures etc.

- **(C) Integration:** Purple

(C1) Fit into Studies/ Degree. Courses.

(C2) Societies, Clubs, Ecosystems, Incubation hubs.

- **(D) Marketing Communication:** Green

(D1) Knowledge of Opportunity

(D2) Language used to communicate. E.g. 'Business' etc.

- **(E) Risk/Reward:** Red

(E1) Balance – Effort Required vs Reward

(E2) Time Commitment Required (Taking focus away from university work)

(E3) Fear of Failure, Initial Risk/ Investment.

- **(F) General Preconception (initial opinion):** Light grey

(F1) Start a business, Start-up etc.

(F2) General soft skills (e.g. Leadership etc.)

(F3) Academic/ Theoretical

(F4) Other Aspects

Appendix B – Evidence of coding

Focus group 1 coding

Page numbers have been taken from original transcript document.

Page	Comment scope	Code
4	That's not entrepreneurship though is it?	A
10	you could probably think like starting your own business I'm going to need shitloads of money.	A
1	I have no idea, I know what entrepreneurship is -- I'm guessing it's like tips and stuff to start your own business.	A1
1	it's more making your own business	A1
1	would be opening a business [.] I guess and running it efficiently without going bankrupt	A1
1	create a long-term sustainable business maybe.	A1
2	not so much setting up a business	A1
2	The long-term goal would be a business for me.	A1
2	So you learn how to actually start a business plan. You need to start one to be educated in this area.	A1
2	If you start to run your own business, you will probably have to integrate that with your own personal life as well	A1
1	Facilitate starting up your own business like if students have an idea they can make that clear	A1 A1.1
1	learning all the skills to be an entrepreneur and starting your own business really.	A1 A2
1	to seek ideas.	A1.1
7	noone could like have a great idea you know?	A1.1
7	you know like a media student here for example won't have the entrepreneurial skills, well they might but it's highly doubtful but then I have a great idea so...	A1.1

8	Yeah obviously the idea is the most important thing	A1.1
1	and how to go about being an entrepreneur being creative.	A2
2	well-rounded entrepreneur by having all the skills	A2
2	So like different skills like for example our strategic marketing, what kind of marketing plan you want to like create. So skills like how to create a marketing plan	A2
2	thinking niche.	A2
2	is that education like soft skills? Because obviously you have leadership which is like hard skills.	A2
2	mixture both, like a mixture of professional and academic sort of skills	A2
2	Like [NP] said problem solving, then obviously the other side of it of how to do financial aspects of the business.	A2
2	Probably time management as well	A2
2	said earlier you grow your experiences and perseverance and don't give up on everything that's like a skill in itself I guess	A2
3	Investors yeah. Like to be able to pitch to an investor as well that's a skill in itself	A2
4	With kind of just said that in order to be an entrepreneur you probably need all of this.	A2
7	Yeah I feel like you've got to be a bit of a risk taker as well doing something like that.	A2 E3
4	awareness and creativity but you can learn that.	A3
4	You can learn what gap there is in the market and be aware of that and how to [.] actually use that gap	A3
5	one isnt something that can't be taught	A3
5	because it's not something you can be taught but you're given the tools to change your mindset	A3
5	I don't think that was something you could be taught.	A3

7	they have to be a certain kind of person --its not everything every kind of person can do, because of that pressure of being able to speak to people and if you can't sell your product then he's going to sell it?	A3
7	Yeah it probably would. Unless you can get out of that	A3
4	But in order to be [...] a good business runner I think we said you need all of this	B
6	I think from what we get taught and what we get advised to apply for jobs and stuff it's all about going to a big company	B
4	Oh yeah that business challenge. Did he mention that earlier, what that what he was on about? Yeah that's [...] what's it called?	B1
9	And now surely would have been the best time to do it because we have the teachers and resources.	B1
6	Nobody's come up in a lecture and said "whos starting their own business?" Normally it's just gone "what jobs are you applying for? what grad scheme are you applying for?"	B1 B2
3	In the future I feel like within Uni it's a bit late for that, starting something up now.	B2
3	Yeah definitely	B2
4	knowing what i know now yea	B2
7	You should be thinking about it in first year not maybe [...] you should be thinking about it earlier on. I felt that was very beneficial and maybe there should be more than the future.	B2
7	Well-rounded individual really	B2
7	Personality of confidence	B2
9	I think it should be taught from year 1	B2
9	To expand on that you could put if somebody in year one says I want to make my own business,	B2
10	I think that's one thing to come to university isnt it? You're on your own for the first time so if you had the opportunity to have your own business but with a helping hand as well...	B2
12	what about the ones that want it now? Or have wanted it in the last couple	B2

	of years?	
13	Like kind of being backed up by the uni because of you just went out by yourself most people would just say “no sod off, we don't know you”	B2
10	That's the thing like I'm still not in my third year and I don't have a clue where I would start if I was to start to be honest based on my two years.	B2 E3
2	that would be a skill that pretty vital I'd say.	B3
2	Can give you opportunities as well you know that with like working with the growth hub	B3
4	something really good that you can put on your CV	B3
4	So unless you actively want to be an entrepreneur or have that mindset that it will all come but if you don't then we thought that didn't occur.	B3
5	I feel like obviously it's seen as crucial	B3
6	90% of business students here would aspire to be an entrepreneur and have their own business	B3
8	Obviously engage because they may feel like they've got a good idea, they want to be creative and they want to make the idea actually happen.	B3
8	I think the engagement and disengagement levels can vary across disciplines as well, as business students you may be more interested in entrepreneurship and enterprise, but if you did take it to another discipline like you said like film, media they may not have similar interests in it so that may affect the engagement or disengagement.	B3
9	So it's something you can put on your CV so when you're going out to start-up a business and need funding you can say to them this is what I did at Uni I was given this funding, saying I might be less of a risk because I actually have previous experience	B3
9	Be your own boss.	B3
11	it would be good to understand ups and downs starting your own business.	B3
7	But I think business students are given the tools	C1
3	I found it kind of basic I guess [...] it's good for people that don't know much about business in general but for students like us it just didn't have too much	C1

3	If it appealed and if it was interesting rather than just paperwork and boring and stuff like that.	C1
4	growth mindset I don't think is taught to us through education	C1
5	lot of risk factors in the stuff we've been taught.	C1
5	I don't think they really teach that they would rather you-- they only wanna know what someone else thinks and you've got to reference it and not really we've not had to be very creative much at all apart from picking your own business and then you have to justify from what everyone else says. So that is probably one-- we've not in that creative if I'm honest.	C1
5	then I thought then teaching you about different aspects of entrepreneurship can change your mindset so I think that was quite vital actually	C1
5	So if you weren't being taught obviously about like finance and all those other things you're not going to be able to change the way you think about business	C1
6	And well it's down to the individual and what is taught.	C1
6	learn a lot about the past and theories have been used in the past and how things have worked in the past.	C1
6	you know-- how we can start entrepreneur projects and things like that there's not enough of that, there's a lot of the paperwork and the theories and models and books that have already been created and not what we can do in the future to innovate and create and dream big [..]	C1
6	We learn a lot about hierarchies and tiers, about breaking down management and stuff so we're taught a lot about the structure of businesses and	C1
7	Focus on development, of the tools, the development of their skills aren't maybe focused on other courses such as film, English and others.	C1
8	However, we as business students get to know much more about it than say, media students, so then we're in a much better position to do something in the future.	C1
8	They could disengage if they're not being given [.] the facilities to be able to do it.	C1
3	hasn't really been a lot in Uni like marketing it to try and get you involved and then like you said not a lot of us have heard about what's going on.	D1

9	and I think there should be opportunities within University throughout the cycle to come up with your own ideas.	C1
9	So whether that's a year-long module where are like three groups get funded for their own project or something like that you know...	C1
10	and like I've gone to loads of different people and they said so many different things which is really confusing	C1
12	Clearly, it's not marketed very well at all.	C1
6	We're taught enough about like the textbook and models and things but I feel like if we had more tasks as in like real life examples it might be easier to...	C1 C2
1	education through like finance modules	C2
1	through different modules not just an actual module on entrepreneurship	C2
3	he got directed to certain investors through the university through the growth hub So that's probably one way to definitely help make you connections.	C2
5	I think can actually teach you entrepreneurship education to look at the finances [.] marketing all the areas actually, they all need to be incorporated.	C2
6	"why don't you go and try and make your own product, why don't you do this why don't you do that?"	C2
6	guest speaker	C2
6	he lives in America or something and he's an investor in business or something -- I thought that was really good but I felt like that was a guest speaker that should have spoken to the first years as well as third years.	C2
9	you could almost set an extra module where at level 4 they are taught the ideas, develop at level 5 and get funding in level 6	C2
9	I certainly would have done it extra if I knew there was a 3 year progression	C2
10	It sounds really stupid, but you could sell it as like a load of stairs like some platform of moving up kind of thing.	C2

10	I'd definitely say real life examples, so I know you had that guy come in but I don't remember any guest lecturers that came in and said I've started my own business, I've seen a few who worked in a business with someone else, but I don't remember seeing anyone who you can actually relate to on whether it's possible	C2
10	I think case studies of students who have previously done it. So like as you say in first year I have a business and come back in 2 year's time and talk to first year students and say I left in third year with this [.]	C2
10	real world assignments	C2
10	Or like an opportunity to shadow them and see how they start their company and how they grow.	C2
11	more placements like even if they're voluntary. Placements with people who is just starting off their businesses	C2
11	Maybe more like workshop things that they do with in uni	C2
11	Mandatory workshop though	C2
11	incorporated into actual module guides	C2
11	live briefs now in my third year. Especially in my first year we never did stuff like that.	C2
12	I know it can be very individual but you can learn off each other, so if you had a society where everyone brings different skills you can talk about things.	C2
13	Yeah even the Chancellor could potentially pitch to someone or the uni could arrange that. That would be so much better than just having ideas because the group would evolve does that make sense?	C2
2	I know of some --- I know about the Enterprise award	D1
3	I'm not aware of any	D1
3	SAGE does a start-up weekend	D1
3	hasn't really been a lot in Uni like marketing it to try and get you involved and then like you said not a lot of us have heard about what's going on.	D1
3	I feel like I'm you researched it you'll find out a lot but there's not anything like coming through on emails and stuff that I've seen anyway.	D1

4	I don't feel like it was advertised enough for the business students.	D1
5	not brought up maybe enough.	D1
8	But I feel like this Uni is quite good by having the growth hub to be able to do it [...] so it's just making them aware I'd say.	D1
11	Possibly like a Uni community for entrepreneurial minds.	D1
11	I know the growth hub does it, but I don't feel connected to the growth hub	D1
12	In which they need to tell more people about it and get the word out there.	D1
12	maybe a society like an entrepreneurship society	D1
14	developing students to come up with original ideas I don't think that's [...] promoted to be honest to be original	D1
14	I think some of these extracurricular EEE things that are not really marketed or I've seen too much of.	D1
12	As soon as she left last year I haven't heard from them since. So where am I supposed to [...] unless I go into the growth hub itself, on the website it's not really there for students anyway I've looked. Where am I supposed to find the events they put on for students?	D1 D3
6	when you apply to this university for example, how many of the business graduates are in full-time education or employment afterwards	D2
12	Well I had one email and that one female that worked there has left and I haven't had an email off them since	D2
11	Our campus is moving to Gloucester next year there isn't it?	D3
11	because we would have more access to visit it maybe then they could have convinced me to go to Gloucester, instead of trying to convince us to go to Gloucester before we know what's there and what it's like	D3
14	Just one note, the growth hub is actually trying to get away from doing start-ups, just putting it out there.	D3
14	still give you the time but wont give you the amount of resources as say a business who has more staff.	D3
5	there's definitely a lot of risk factors	E

9	I feel like you should be rewarded for doing that three-year plan.	E1
9	Reward over risk, that's what id sell it as.	E1
10	passion as well rather than sitting in office from 9-5.	E1
12	incentive where one group a year will actually get to build a project and get funding	E1
12	if there's no incentive to actually then progress that idea further then	E1
11	because one: it's in Gloucester.	E1 D3
9	It's like a reward program so if you do this 3-year thing, you get rewarded with a certificate at the end when you graduate, so you have that extra. Its proof of you doing it.	E2
11	obviously it would be difficult because you won't be working in a big company	E2
2	[.] so I think most students will be scared of failing I'm not to do it so you may as well just do it learn from your failures and try again.	E3
5	leaving the comfort zone and taking the risk just being aware of of implications of running a business,	E3
6	if they think that feasible themselves	E3
6	So yeah I think everyone wants to be one, whether that's possible is another thing.	E3
6	I think people are too scared of the risk or that they think they're not good enough and will fail so they don't bother doing it.	E3
8	It's also like giving them that confidence that they can do it if you know you sit in the class and all they're talking about is how difficult it is to get finance or start and this and that it could put them off, so I think it's giving them that confidence that it is possible to do it.	E3
8	I would say fear because some people [..] well [.] I think they are never going to work for themselves they are always going to work for someone else, so they won't take the risk. This is down personality as well I guess.	E3
9	funding will be quite difficult for many students.	E3
10	believing you can do it from scratch,	E3

Appendix C – Evidence of Transcription (UG, FG1)

Focus Group 1 – Business

I: So the first question is what do you guys think entrepreneurship education is? [...] K would you like to start?

KL: Honestly, I have no idea, I know what entrepreneurship is -- I'm guessing it's like tips and stuff to start your own business.

MP: I thought it would be just be like education through like finance modules and things like that

JM: Through university.

MP: Yeah through different modules not just an actual module on entrepreneurship but spread out through different aspects of it through different modules.

DI: Well I've already done a module on entrepreneurship, and it's more making your own business [...] while thinking of models at the same time, so using the academic while making your own business they were trying to force you down a certain route in that way. It was more, pick a business and develop your ideas through reading that book or context.

FB: How to develop your entrepreneurial skills through you know different means like finance and how to go about being an entrepreneur being creative.

SO: I'd agree yeah, it's just learning all the skills to be an entrepreneur and starting your own business really.

JM: Yeah uh [...] forgot what I was going to say but yeah ha-ha.

NP: It's also about opening your mind and thinking differently, well think more entrepreneurial just like in daily life I guess [...] to seek ideas.

I: What do you think the goals of EEE are?

KL: The ultimate goal would be opening a business [...] I guess and running it efficiently without going bankrupt

FB: Being able to create a long-term sustainable business maybe.

MP: Facilitate starting up your own business like if students have an idea they can make that clear and then they can put that in the direction of like the growth hub and things like that to help them start their own business.

SO: You mean within education and am I right in thinking yeah? So surely would that not become like regarding University you would become a well-rounded entrepreneur by having all the skills not so much setting up a business that you'd learn academically how to do everything

NP: Yeah same.

MP: The long-term goal would be a business for me.

NP: So you learn how to actually start a business plan. You need to start one to be educated in this area.

DI: One thing I did learn was that one in 10 businesses don't actually work out so failure is not to give up even if you fail, you just learn from it and do it again and

again [...] so I think most students will be scared of failing I'm not to do it so you may as well just do it learn from your failures and try again.

I: What skills do you think are learned or developed through EEE?

MP: So like different skills like for example our strategic marketing, what kind of marketing plan you want to like create. So skills like how to create a marketing plan because obviously we've got strategic marketing and then you find out how to create it so that would be a skill that pretty vital I'd say.

NP: Problem solving thinking outside the box I guess, thinking niche.

SO: Is that soft skills that is that education like soft skills? Because obviously you have leadership which is like hard skills.

FB: I was going to say that it's a mixture both, like a mixture of professional and academic sort of skills that you can gain from it. Like [NP] said problem solving, then obviously the other side of it of how to do financial aspects of the business.

KL: Probably time management as well [...] If you start to run your own business, you will probably have to integrate that with your own personal life as well, if they just don't become one so[...] just being efficient in time.

JM: I think like [D] said earlier you grow your experiences and perseverance and don't give up on everything that's like a skill in itself I guess.

SO: Can give you opportunities as well you know that with like working with the growth hub, you can have opportunities to open your own apps... Nah I'm sorry, that's my idea sorry ((*group laughter*))

I: Do you know of any EE activities and have you taken part in any?

MP: I know of some --- I know about the Enterprise award, but I haven't taken part in any.

KL: Is that like the bronze silver and gold award?

MP: That's something different the enterprise award is like I think they run at the racecourse I think so you can put your idea forward but..

SO: I'm not aware of any (*some general agreement from others*)

NP: SAGE does a start-up weekend and I went to one of the days last weekend but I found it kind of basic I guess [...] it's good for people that don't know much about business in general but for students like us it just didn't have too much so I didn't attend the second session ((*laughter*)) but it's been fun.

DI: The growth hub can link you with angel investors as well because I know that one guy was setting up a dress -- like a young Dress Company. ((*other acknowledgement*)) Yeah and he got directed to certain investors through the university through the growth hub So that's probably one way to definitely help make you connections.

MP: I think that their biggest partnership isn't it? In term of like entrepreneurship.

DI: Investors yeah. Like to be able to pitch to an investor as well that's a skill in itself it's not just asking for money but the way you've got to convince these people they aren't just going to hand you over the money.

I: So a lot of have said that you haven't done anything in the past would you be interested in taking part in the future?

SO: Yep

MP: Yeah

FB: If it appealed and if it was interesting rather than just paperwork and boring and stuff like that.

MP: Do you mean in the future as in outside of uni? Or do you mean as in...

I: Just in the future at all.

MP: Ah okay yeah yeah. In the future I feel like within Uni it's a bit late for that, starting something up now.

JM: There hasn't really been a lot in Uni like marketing it to try and get you involved and then like you said not a lot of us have heard about what's going on.

MP: I feel like I'm you researched it you'll find out a lot but there's not anything like coming through on emails and stuff that I've seen anyway.

I: Do you feel like if you went back to the start of Uni and saw these things you would definitely want to take part in them?

NP: Yeah definitely

SO: knowing what i know now yea

MP: Yeah probably yeah.

JM: Yeah it would be interesting yeah.

MP: like The Enterprise award for example would be something really good that you can put on your CV but I don't feel like it was advertised enough for the business students.

SO: What was that thing we did [J]? Was that entrepreneurship?

JM: Oh yeah that business challenge. Did he mention that earlier, what that what he was on about? Yeah that's [...] what's it called?

I: The universities business challenge.

JM: yeah yeah that.

SO: That's not entrepreneurship though is it?

Indistinct chattering

I: This is just a quick aside just to get you thinking more about entrepreneurship. If I just hand these out between one or two if you could take a couple of minutes

(Discussion)

I: Okay guys, if you just want to let us know what you thought so we can get it on the recording.

SO: Me and [J] were discussing there's only like-- we've highlighted three which are innovation, personality and taking the initiative because that's what we've learnt through our coursework. Other ideas such as like dream big or growth mindset I don't think is taught to us through education because it's not in a textbook it's not

theoretical. So unless you actively want to be an entrepreneur or have that mindset that it will all come but if you don't then we thought that didn't occur.

((indistinct agreement))

KL: With kind of just said that in order to be an entrepreneur you probably need all of this. But that's again how were they actually teach that some of these? You can't teach dream big like you said it's something you need to have. But then like you've got like awareness and creativity but you can learn that. You can learn what gap there is in the market and be aware of that and how to [...] actually use that gap. But in order to be [...] a good business runner I think we said you need all of this

DI: I think for the Education these definitely help you with the ideas a bit more, like the concepts. And with the risks (*gestures toward risk image*) there's definitely a lot of risk factors in the stuff we've been taught. And also innovation, (*gestures toward innovation picture*) But the creativity I don't think they really teach that they would rather you-- they only wanna know what someone else thinks and you've got to reference it and not really we've not had to be very creative much at all apart from picking your own business and then you have to justify from what everyone else says. So that is probably one-- we've not in that creative if I'm honest.

MP: Yeah I think we looked at as obviously the growth mindset one isn't something that can't be taught but then I thought then teaching you about different aspects of entrepreneurship can change your mindset so I think that was quite vital actually because it's not something you can be taught but you're given the tools to change your mindset. So if you weren't being taught obviously about like finance and all those other things you're not going to be able to change the way you think about business[...] because you have been taught it. Obviously the progress and things like that I thought umm that was more within time I don't think that was something you could be taught.

NP: Yeah we also said about leaving the comfort zone and taking the risk just being aware of of implications of running a business, it's not going to be easy for you to go through it and you should just be ready for that. And also the awareness of like all the implications of running a business so every aspect of a business. I think can actually teach you entrepreneurship education to look at the finances [...] marketing all the areas actually, they all need to be incorporated.

I: Thank you. What do you think the average student opinion of EEE is?

[...]

MP: The mindset?

I: The opinion.

KL: As in, do you mean like, are they aware of it?

I: What do you think students think about it generally. As a population what do you think the perception of it is?

((talking over each other, laughing at the difficulty of the question))

MP: I can't speak for the whole like what everyone thinks but I can say for myself I feel like obviously it's seen as crucial, but I would say a lot of us felt like it's not brought up maybe enough.

SO: Its poorly -- yeah

MP: We're taught enough about like the textbook and models and things but I feel like if we had more tasks as in like real life examples it might be easier to...

SO: I think like [...] 90% of business students here would aspire to be an entrepreneur and have their own business but whether that's actually feasible, like if they think that feasible themselves is another question in itself. And well it's down to the individual and what is taught. So yeah I think everyone wants to be one, whether that's possible is another thing.

FB: Yeah, I think like it's been said we learn a lot about the past and theories have been used in the past and how things have worked in the past. But moving forward there's not a lot about what we can do in the future and how we can be creative to be, you know-- how we *can* start entrepreneur projects and things like that there's not enough of that, there's a lot of the paperwork and the theories and models and books that have already been created and not what we can do in the future to innovate and create and dream big [...] which obviously does affect the mindset because you know we're learning a lot about the past rather than moving forward into the future.

I: Anything else?

DI: I think from what we get taught and what we get advised to apply for jobs and stuff it's all about going to a big company ((*agreement*)) they don't go and tell you "why don't you go and try and make your own product, why don't you do this why don't you do that?" I think people are too scared of the risk or that they think they're not good enough and will fail so they don't bother doing it. Nobody's come up in a lecture and said "whos starting their own business?" Normally it's just gone "what jobs are you applying for? what grad scheme are you applying for?" There's not really a push for people to go and make their own business if I'm honest [...] to be an entrepreneur. It's just go away and work for a company. We learn a lot about hierarchies and tiers, about breaking down management and stuff so we're taught a lot about the structure of businesses and it's making you want to go into that structure of business I think. Rather than make your own.

FB: There's a lot of focus around, like umm, when you apply to this university for example, how many of the business graduates are in full-time education or employment afterwards [...] but there's no statistic as to how many done their own thing or become entrepreneurs.

MP: I feel like that guest speaker that came in though and spoke about [...]

JM: Yeah

MP: he lives in America or something and he's an investor in business or something -- I thought that was really good but I felt like that was a guest speaker that should have spoken to the first years as well as third years. You should be thinking about it in first year not maybe [...] you should be thinking about it earlier on. I felt that was very beneficial and maybe there should be more than the future.

I: Just to confirm, that was Rob Vickery?

MP: Yes.

I: okay anything else? So What do you imagine an EEE student would look like?

FB: They could be anyone, anything you know what I mean? its diverse from any background.

MP: Well-rounded individual really

DI: Personality of confidence. You'd expect an entrepreneur to be confident if you're shy [.] withdrawn kind of person you wouldn't expect that person to be able to go in front of people and present their entrepreneurship -- they have to be a certain kind of person --its not everything every kind of person can do, because of that pressure of being able to speak to people and if you can't sell your product then he's going to sell it?

FB: Does that hold you back from being an entrepreneur then?

DI: Yeah it probably would. Unless you can get out of that

MP: Yeah I feel like you've got to be a bit of a risk taker as well doing something like that.

I: Would you say its limited to business?

SO: No. But I think business students are given the tools [.] to be [..] an entrepreneur, but I think anyone could like have a great idea you know? but it's the tools they given -- you know like a media student here for example won't have the entrepreneurial skills, well they might but it's highly doubtful but then I have a great idea so...

FB: Focus on development, of the tools, the development of their skills aren't maybe focused on other courses such as film, English and others.

I: So you think an entrepreneurship student could be from any school discipline within the university?

(Talking over each other)

SO: I think as [D] said, it's down to the person though. I think if the person fits something right and has the idea then yes [.] because then the rest of the can teach themselves, the theoretical side.

KL: It's that's certain charisma to them

DI: If they've got all the traits

NP: However, we as business students get to know much more about it than say, media students, so then we're in a much better position to do something in the future.

MP: Yeah obviously the idea is the most important thing, so if they've got the idea and the foundation or platform all they need to know is how to get going so...

JM: It's not always one person like starting own business in entrepreneurship. So there could be A group of types different people with different skills. So yeah [..] there could be a diverse variety of people that come together [.] it's not one specific skill set needed.

I: Thank you. In your opinion why would the average student engage or disengage in EEE?

SO: Sorry could you read that question again.

I: In your opinion why would the average student engage or disengage in EEE?

MP: Obviously engage because they may feel like they've got a good idea, they want to be creative and they want to make the idea actually happen. They could disengage if they're not being given [...] the facilities to be able to do it. But I feel like this Uni is quite good by having the growth hub to be able to do it [...] so it's just making them aware I'd say.

KL: It's also like giving them that confidence that they can do it if you know you sit in the class and all they're talking about is how difficult it is to get finance or start and this and that it could put them off, so I think it's giving them that confidence that it is possible to do it.

NP: Disengagement I would say fear because some people [...] well [...] I think they are never going to work for themselves they are always going to work for someone else, so they won't take the risk. This is down personality as well I guess.

FB: I think the engagement and disengagement levels can vary across disciplines as well, as business students you may be more interested in entrepreneurship and enterprise, but if you did take it to another discipline like you said like film, media they may not have similar interests in it so that may affect the engagement or disengagement.

I: Anything else [...] Ok so at university what do you think is done right and what do you think needs improvement when it comes to promoting EEE?

SO: I think it should be taught from year 1 [...] level 4. Even basic entrepreneurship we should be taught about it and I think there should be opportunities within University throughout the cycle to come up with your own ideas. Like D said, what graduate scheme are you doing? Not is anyone setting up their own business? So whether that's a year-long module where are like three groups get funded for their own project or something like that you know...

DI: To expand on that you could put if somebody in year one says I want to make my own business, you could almost set an extra module where at level 4 they are taught the ideas, develop at level 5 and get funding in level 6 almost as a gradual process. So the university has a three year -- I know it's extra but if they want to do it they can do it as an option, I certainly would have done it extra if I knew there was a 3 year progression the university sets up to help you start up your business, by now I would actually be starting the business and then would have had 2 years doing the theory and concepts behind it.

SO: And now surely would have been the best time to do it because we have the teachers and resources.

MP: And they do the bronze silver and gold award can you get rewarded for it, I feel like you should be rewarded for doing that three-year plan. So it's something you can put on your CV so when you're going out to start-up a business and need funding you can say to them this is what I did at Uni I was given this funding, saying I might be less of a risk because I actually have previous experience rather than not being able to do it because funding will be quite difficult for many students.

I: So you would say

MP: It's like a reward program so if you do this 3-year thing, you get rewarded with a certificate at the end when you graduate, so you have that extra. Its proof of you doing it.

I: Okay. So if EEE is a product how would you sell it to students?

DI: Be your own boss.

SO: Money values would be attractive, a good drive.

MP: Reward over risk, that's what id sell it as.

KL: Giving them the freedom of actually working for themselves, rather than someone else.

NP: Flexibility yes.

SO: I think that's one thing to come to university isnt it? You're on your own for the first time so if you had the opportunity to have your own business but with a helping hand as well...

KL: Yeah

FB: Get to drive your own passion as well rather than sitting in office from 9-5.

MP: It sounds really stupid, but you could sell it as like a load of stairs like some platform of moving up kind of thing.

KL: That's the thing like I'm still not in my third year and I don't have a clue where I would start if I was to start to be honest based on my two years.

SO: I'm going through that now I'm trying to set up my own business -- well I have an idea [...] and like I've gone to loads of different people and they said so many different things which is really confusing

I: So those of you who aren't already engaged, what could the university do to encourage or push you to engage in EEE?

KL: I'd definitely say real life examples, so I know you had that guy come in but I don't remember any guest lecturers that came in and said I've started my own business, I've seen a few who worked in a business with someone else, but I don't remember seeing anyone who you can actually relate to on whether it's possible, you could probably think like starting your own business I'm going to need shitloads of money. Oops not sure if I'm supposed to swear [...] ((*Group laughter*)) but as in like where to start and just actually believing you can do it from scratch, rather than just inheriting loads of money.

SO: I think case studies of students who have previously done it. So like as you say in first year I have a business and come back in 2 year's time and talk to first year students and say I left in third year with this [...] You know? And just develop it that way.

FB: I think maybe instead of case studies moving to like real world assignments so maybe you go out into a small business or with another entrepreneur and do like a business development project some sort of assignment related to a real world business and obviously get marked on that and get engaged with real world business and an entrepreneur as well.

NP: Or like an opportunity to shadow them and see how they start their company and how they grow.

MP: Maybe like even more placements like even if they're voluntary. Placements with people who is just starting off their businesses obviously it would be difficult because you won't be working in a big company but it would be good to understand ups and downs starting your own business. Obviously, I did placement, so I feel like there are a lot of companies but not many small individuals, because maybe the individuals are worried as well about doing a placement thing.

I: Anything else? From what it seems like you guys have all said, you seem to think it's not very accessible, the whole education side, so it's not being promoted enough? What do you think could be done to improve that?

MP: Maybe more like workshop things that they do with in uni

SO: Mandatory workshop though

((laughter and general agreement))

I: So more non-voluntary stuff, more structured things?

SO: I think incorporated into actual module guides as well. I've noticed we started doing live briefs now in my third year. Especially in my first year we never did stuff like that.

[..]

NP: Possibly like a Uni community for entrepreneurial minds.

I: Like a society?

NP: Yeah yeah

KL: Maybe if the uni was working closer with people who are actually starting their businesses out, I know the growth hub does it, but I don't feel connected to the growth hub at all because one: it's in Gloucester.

((laughter and agreement))

SO: Yeah you don't want to go there haha.

MP: Our campus is moving to Gloucester next year there isn't it?

SO: Yeah that will probably make it better

DI: They could have put a temporary base in the actual Business School

SO: Even like drop in sessions

DI: because we would have more access to visit it maybe then they could have convinced me to go to Gloucester, instead of trying to convince us to go to Gloucester before we know what's there and what it's like.

I: So, there's more opportunities at one campus compared to the other?

DI: Yeah even though this is moving there next year I know, but that's irrelevant for the ones graduating this year. They should have done that in year one, put a temporary stall, not even a whole thing so we can have more access to it [..]

((agreement)) I have gone to the events I went in my first and second year and I kid you not, out of all the students invited from the business school three of us. Clearly, it's not marketed very well at all. And that's because it's in Gloucester it's simple as that really.

KL: Bad placement really

SO: I think convenience as well

DI: It wasn't a very smart thing to do, I know they were looking at the future but what about the ones that want it now? Or have wanted it in the last couple of years?

I: You mention that you believe they haven't marketed it very well. What do you think they could have done better? For example, posters.

DI: Well I had one email and that one female that worked there has left and I haven't had an email off them since, so there was only one person emailing me, I can't remember her name now. As soon as she left last year I haven't heard from them since. So where am I supposed to [...] unless I go into the growth hub itself, on the website it's not really there for students anyway I've looked. Where am I supposed to find the events they put on for students?

KL: I think also when your fresher, I don't know if they had a stand at the Freshers Fayre, they probably did and I don't remember because there's other stands that sound much more interesting but [...] there's that first few months in which they need to tell more people about it and get the word out there. I remember it being mentioned but there was not much talked about it, so it was just like "yeah ok I don't really need to do that then."

MP: I don't know if this would work but maybe a society like an entrepreneurship society I know it can be very individual but you can learn off each other, so if you had a society where everyone brings different skills you can talk about things.

SO: I think also there needs to be some something there like an incentive where one group a year will actually get to build a project and get funding, does that make sense?

MP: Yeah

SO: It's all well and good having a society but if there's no incentive to actually then progress that idea further then

MP: I'm not sure if they actually do get funding, but I know obviously sports team do so if they maybe thought about it the same way.

SO: Yeah even the Chancellor could potentially pitch to someone or the uni could arrange that. That would be so much better than just having ideas because the group would evolve does that make sense?

KL: Like kind of being backed up by the uni because of you just went out by yourself most people would just say "no sod off, we don't know you"

((laughter))

KL: Its true though

JM: You're going to start this society now aren't you

I: How did you find the discussion? Did you expect anything different or similar? Do you have any thoughts you would like to share that you didn't have the opportunity to?

((Joking about more food, and a lack of coffee.))

SO: Sorry could say the question again?

I: How did you the discussion?

NP: It was interesting

((Agreement))

MP: Yeah it was good

NP: I hope there is going to be something done about that in the future.

I: did you expect anything else?

FB: Didn't really know what to expect to be honest

NP: Yeah I had no expectations.

DI: Are they planning on using the information from your report to actually act on, or is it purely theoretical?

I: Unsure to be honest. Couldn't tell you for sure.

KL: I know you said before, but what was the overall question again?

I: umm well we're doing a study.. Actually I'll just tell you the question. Its enterprise for all? Understanding student disengagement in enterprise education through the use of student researchers.

MP: I feel like they could do a lot of stuff with that information though once they find out.

SO: Just one note, the growth hub is actually trying to get away from doing start-ups, just putting it out there.

NP: What?

KL: Really?

SO: Yeah, we did a campaign last year to try and change the perception of start-ups. They don't want to do it.

MP: Was there a reason? Or is it because of the risk?

SO: They still try and do it, but they won't allocate the amount of resources towards startups because they get grants for the government for SMEs and bigger businesses and not towards kind of startups.

NP: They work with sage and SaGE for start-ups as well.

SO: We had to do a module with them and I had a meeting last week and they said yeah we will just decided to Sage like you said, and other areas that still give you the time but wont give you the amount of resources as say a business who has more staff.

I: Sorry should have clarified this earlier, but the growth hub Is a university affiliated incubator, kind of help area for business, do we all agree with that definition?

((Agreement))

I: Thanks for that. I'm just going to quickly hand these out these are some actual definitions of enterprise and entrepreneurship. if you could just read them and see if anything in your perception has changed or if anything of note you would like to bring up.

SO: Sorry is this what you found already?

I: Yes, these are published, professional definitions

KL: Can I ask why We didn't see this before we started?

MP: It would probably change our opinion.

I: Exactly right, so it didn't affect your opinions or responses.

KL: The only thing I'd say is that when it comes to it says developing students to come up with original ideas I don't think that's [.] promoted to be honest to be original, but it makes sense because most of the assignments are like limited to original ideas kind of set around existing ideas.

FB: I think some of these extracurricular EEE things that are not really marketed or I've seen too much of.

NP: Is this what's available at our University?

I: I don't know

((Laughing))

MP: Especially for Strategic marketing it's based on big businesses I did Harley-Davidson and Tesla

SO: oh we should have done Tesla...

MP: what did you do on?

SO: An American fast food chain

JM: I also did an American fast food chain

SO: anyway sorry guys.

I: I think that about wraps it up if there's anything else you'd like to say now's the time but apart from that thank you for coming.

SO: I think it was well structured, thank you.