Inspiring Enterprise:

Transforming Enterprise Education at Leeds Metropolitan University

Edited by Rebekka Kill and Karen O'Rourke

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Leeds Met Press

Published 2011 by:

Leeds Met Press
Leeds Metropolitan University
C512 City Campus
Calverley Street
Leeds LS1 3HE

Tel: 0113 812 9257

Email: publications@leedsmet.ac.uk

ISBN 978-1-907240-22-5

www.leedsmet.ac.uk/publications

British Library Cataloguing-in-Publication data

A catalogue record for this book is available from the British Library.

Designed and typeset by Leeds Metropolitan University Graphics Team in Myriad Pro & Minion Pro.

Cover designs: (front) Aimee Capstick
(back) Julie Williams

Printed in the UK by Duffield Printers

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Editors' Preface

During the life of the Institute for Enterprise Centre for Excellence in Teaching and Learning (CETL) at Leeds Metropolitan University, staff and students worked hard to embed enterprise in the curriculum. Critical to this project was a commitment to innovative and future-focused pedagogic approaches, collaborative working practices and engagement with external partners. The Institute for Enterprise functioned as an advocate, a catalyst and a hub for all of this activity. During the years immediately prior to the launch of the CETL there had already been a growing interest in enterprise education. This good practice proved an excellent platform from which to launch new initiatives and activities and with this thorough underpinning, our colleagues and students embraced enterprise with confidence and collaboration.

However, as has been said on many occasions, enterprise education is a 'messy' business! Providing entrepreneurial opportunities to students as part of curricular activity is not always easy. The examples explored in this book highlight some of the tensions and barriers that we encountered but they also celebrate individual and collective creativity, innovation and enthusiasm. What was particularly exciting was the way in which the activities of the Institute for Enterprise seemed to catalyse a 'can-do' attitude among those who engaged with it. This then caused a chain reaction, motivating and inspiring others not only to follow but to enhance, improve and take action for themselves. The Institute for Enterprise was never just about developing entrepreneurs or start-up businesses or learning about the mechanics of enterprise. There was clear benefit for all, in terms of the student experience, confidence building, problem-solving and coping with the unexpected. And it is exactly these transferable, graduate qualities and skills that are at the heart of enterprise.

This book captures a broad selection of issues relating to enterprise education and practice that were of interest throughout the life of the Institute for Enterprise. The Institute was unusual in that it represented a pan-University operation, and this led to diverse multidisciplinary work. There were also high levels of interaction and collaboration with external partners which facilitated an inter-weaving of practice, research and theory that was often in subject-specific areas or in particular environments. The chapters and case studies that we have included represent only a small sample of the range and breadth of this active environment. The main aim of this book is to demonstrate the ways in which curricular 'enterprise' can catalyse a relationship between research and practice, leading to intelligent, challenging projects and development opportunities for our community of students, academic staff and external partners.

The case studies are included as examples of enterprise education theory in practice. They demonstrate ways in which entrepreneurial skills and attitudes can be developed within the curriculum. Most of the case studies arose from small-scale enterprise projects undertaken by individuals, or small groups of academic and support staff working together with support from Institute for Enterprise staff. They are, therefore, snapshots of enterprise education in action and represent quite defined areas of activity within defined parameters of time and environment. The individual case studies are firmly rooted in the disciplinary context from which they arose, and so by their nature they will look and 'feel' different in the approach to enterprise education they propose. The terminology used may reflect the language of the subject practitioner but we hope that by providing such a diverse range of examples we will enable the reader to discover useful ideas from other disciplines.

The authors of the case studies were encouraged by the Institute to come together to form a community of scholarly practice, to generate, evaluate and test out ideas relating to enterprise in the curriculum, and to examine ways in which effective collaborative and interdisciplinary working practices might be fostered and achieved. The commissioning team at the Institute for Enterprise hoped that this new shared knowledge would catalyse further action among staff and students and thus expand curricular enterprise activity across the University.

Student engagement was key to the success of the Institute for Enterprise. Students were highly motivated and enthusiastic about these entrepreneurial activities and this energy shines through in the chapters and case studies provided here. The activities described in this publication are often examples of both risk and trust. Students worked in partnership with academic staff, for example by supporting the evaluation of curriculum development, leading workshops at conferences and engaging in networking and outreach activities. These are all potentially risky and stressful situations but the support of the CETL meant that staff and students trusted one another to take risks. The successful embedding of enterprise in the curriculum can only succeed if students are deeply engaged and encouraged to contribute fully. Eventually enterprise education becomes business-as-usual and both students and staff begin to perceive it as something 'we do every day'.

Leeds Metropolitan University was creating successful entrepreneurial outcomes for its students and staff before the existence of the CETL. Indeed it was on the evidence of existing achievements, and the capabilities of the institution to build on that expertise to benefit the sector, that CETL status was awarded. However, the Institute for Enterprise supported, encouraged and developed this embryonic activity and built a wealth of expertise and experience that is both transferable and sharable with a wider community. Really excellent teachers never stop learning, and it was in this spirit that the Institute nurtured staff and students and developed Leeds Metropolitan University's existing base of good practice.

Whether you are a member of academic staff in a college or a university, a researcher or a student, we hope that you will find these examples interesting, innovative and most of all, useful in supporting your own practice and thinking.

Karen O'Rourke & Rebekka Kill
Leeds, January 2011

Acknowledgements

The editors would like to thank all the people and organisations who have contributed both to the production of this book and to the success of the Institute for Enterprise.

First we would like to thank the Higher Education Funding Council for England (HEFCE), Leeds Metropolitan University, the Higher Education Academy and the staff at Business Start-Up for the sustained level of funding over the five years of the project.

Next we wish to acknowledge the professional and high level support provided by the CETL Advisory Board, including Suzy Alderson (former Executive Director, Young People's Enterprise Forum (YPEF)), Paul Elmer (Principal Lecturer in Public Relations), Chris Hudson (Associate Dean, Faculty of Health & Social Sciences), Jane Kettle (Senior Adviser for Employability and Employee Learning at the Higher Education Academy), Wendy Luker (Associate Director of Libraries & Learning Innovation), Professor Liz McDowell (Professor in Academic Practice, Northumbria University), Alex McWhirter (Assistant Director of Business at Yorkshire Forward), Professor Ruth Pickford (Acting Director of Assessment, Learning and Teaching), Keith Ramsay (Board of Governors), Rai Shacklock (Subject Group Leader, Languages), Jane Walton (Policy Director, YPEF Services Ltd), Stephen Willis (Director of Finance and Resources) and Neil Warnock (formerly Entrepreneur in Residence at the Institute for Enterprise), all at Leeds Metropolitan University unless stated otherwise. Simon Baldwin (Commercial Services) and Mike Kelly (former Associate Dean) were invaluable in their roles in the CETL management team.

The Enterprise Pioneers Alexandra J. Kenyon, Jackie Campbell, Maria Jemicz, Cath Sanderson, Jackie Mulligan, Mike Ash and Jennifer Tennant Jackson became the engine of the day-to-day activities of the Institute for Enterprise. These staff, located in each of the University's Faculties, made huge strides towards generating project outcomes, developing enterprise in the curriculum and contributing to this book.

We would also like to extend our thanks to all the students who engaged with the activities of the Institute, in particular the student Pioneers: Andrew Allsop, Anthony Silby, Hiba Kurshid, Jack Hobson, Jaspreet Lamba, Jonathan Excel, Laura Mason, Matt Spencer, Paddy Doyle, Thabo Ndlovu and Varun Gupta.

In terms of the development of the CETL there are certain key figures without whose energy, intelligence and drive the Institute for Enterprise would never have existed: Alison Price (Director), Sue Smith (Director), Margaret Andrew (Manager), Liz Carter (Projects), Victoria Harte (Research Officer), Patsy Robertshaw (Project Manager), Professor Jim Stewart (Professor of Human Resource Development), Professor Sally Brown (the driving force and figurehead for the entire project), and Kirsty Maw and Catherine Edwards who co-ordinated the day-to-day running of the CETL.

We would also like to thank all those who contributed to the work and outputs of the Institute for Enterprise CETL.

Finally, we would like to express our thanks to those who enabled the production of this book, in particular Andrea Rayner for her project management and meticulous editorial skills; Alex Keating and Suneet Morley of the Leeds Metropolitan Graphics Team for design and layout; Claire Mortimer for proof-reading; and Glyn Sutcliffe for the index.

The Institute for Enterprise Centre for Excellence in Teaching and Learning: history, context, work and issues for future sustainability

Sue Smith & Alison Price

The Institute for Enterprise at Leeds Metropolitan University is the only single-institution Centre for Excellence in Teaching and Learning (CETL) for enterprise and entrepreneurship in the UK. It was established as a result of funding from the Higher Education Funding Council for England's (HEFCE) call in 2004 to establish Centres for Excellence in Teaching and Learning.

As with many of the CETLs, the funding was distributed to areas at universities already demonstrating good practice to allow them to build on their strengths, disseminate their work, be creative and 'take risks' with their teaching methods. Leeds Metropolitan University was already recognised for its achievements within the enterprise curriculum, and its vision to transform enterprise education further was supported by the HEFCE funding.

This chapter seeks to record the development of the Leeds Metropolitan University's Institute for Enterprise, from initial pockets of enterprise teaching which fed an active student 'business start-up' programme through to the creation of the vision for the Institute for Enterprise and an account of its activity and impact.

1. The CETL initiative and bidding for funding

The proposal to create Centres for Excellence in Teaching and Learning was first announced in the Government's White Paper *The future of higher education* (DfES, 2003), which was followed in January 2004 by an invitation from HEFCE for institutions to bid competitively for funding for recurrent and capital funds to establish the CETLs.

The creation of the CETLs in England, Northern Ireland and Wales represented substantial additional new funding for the enhancement of teaching and learning within the higher education (HE) sector. HEFCE's key intention was to strengthen the strategic focus on teaching and learning by directing funds to centres that rewarded high teaching standards, promoted a scholarly-based and forward-looking approach to teaching and learning, and where significant investment would lead to further benefits for students, their tutors and the local and national community. The CETL initiative represented HEFCE's largest ever single funding for teaching and learning with total CETL funding for the CETLs of £315 million over five years from 2005-10.

First stage bids were invited from both HEFCE-funded higher education institutions (HEIs) and directly HEFCE-funded further education colleges with at least 500 full-time equivalent higher education students.

There were six clear objectives for the CETL funding initiative and these were to:

a. reward practice that demonstrated excellent learning outcomes for students

b. enable practitioners to lead and embed change by implementing approaches that addressed the diversity of learners' needs, the requirements of different learning contexts, the possibilities for innovation and the expectations of employers and others concerned with the quality of student learning

c. enable institutions to support and develop practice that encouraged deeper understanding across the sector of ways of addressing students' learning effectively

d. recognise and give greater prominence to clusters of excellence that were capable of influencing practice and raising the profile of teaching excellence within and beyond their institutions

e. demonstrate collaboration and sharing of good practice and enhance the standard of teaching and effective learning throughout the sector

f. raise student awareness of effectiveness in teaching and learning in order to inform student choice and maximise student performance (HEFCE, 2004b).

Sue Smith & Alison Price

2. The context for developing enterprise education in the bid for the Institute for Enterprise (CETL)

Although much of the discussion of current enterprise education has been set in the context of economic development and business start-up, enterprise initiatives back in the 1980s were not exclusively focused on business creation. Their more skill-based ethos was encouraged to develop in HEIs too and the Enterprise in Higher Education (EHE) initiative, launched in 1987 by the Secretary of State for Employment, articulated two broad aims:

> *"Every person seeking a higher education qualification should be able to develop competencies and aptitudes relevant to enterprise.*
>
> *These competencies and aptitudes should be acquired at least through project based work, designed to be undertaken in a real economic setting, which should be jointly assessed by employers and students' higher education institutions."*
> (Training Agency, 1990)

Universities were left to incorporate these aims into their academic programmes. This requirement to incorporate enterprise competencies and aptitudes into curricula raised fears that academic and intellectual competencies were being compromised (Maclean et al, 2004), and the integration of enterprise skills into curricula at that stage was patchy and fragmented.

However, in the new millennium the Government recognised that enterprise (particularly focused on business start-up rather than the more holistic skills-based view) is a vital contributor to the health of the economy and stated a national commitment to make the UK the best place in the world to start and grow a business (DTI, 2004).

In relation to higher education, HEFCE stated that:

> *"A key role for Universities … is … activity to meet the needs of business and the community, contributing to economic and social development both regionally and nationally. We are committed to encouraging and rewarding partnerships between HEIs and business, the transfer of knowledge and expertise and the development of employment skills."*
> (HEFCE, 2004a)

In Yorkshire specifically, the Regional Development Agency, Yorkshire Forward, recognised the importance of business start-up. In a region where business birth rates and the chances of their survival were among the lowest in the UK, business start-up and graduate enterprise were seen as critical to economic development and an area for investment. Indeed, it was clear from a survey commissioned by Yorkshire Forward that graduates in Yorkshire were not being supported optimally to become enterprising. The survey identified many barriers to graduate enterprise (Price et al, 2004). These include limited careers advice available to students in the area of enterprise, lack of subject-related examples, limited useful student-friendly entrepreneurial role models, and limited activities and case studies in the curriculum from which graduates could learn broad and focused enterprise skills.

Critical factors included a lack of understanding of the requirements to start a business, lack of institutional support for start-up and the variable quality of available support materials.

A 2004 survey of over 3,500 students across four West Yorkshire universities (Robertson et al, 2004) found that:

- only 4% of the students surveyed were currently engaged in entrepreneurial activity while completing their education
- 46% indicated that they would definitely or probably enter self-employment at some stage after graduation
- 44% intended to enter self-employment within five years of graduation
- 23% felt that they did not have the skills to start a business
- 35% expected help from the university to start their business.

It appeared that students required a great deal more education, support and guidance than they were actually getting and something needed to be done.

However, there was already some existing regional support and infrastructure which aimed to convert the maximum number of students at each of the four Universities of Bradford, Huddersfield, Leeds and Leeds Metropolitan into successful entrepreneurs.

Existing activity at Leeds Met via the Business Incubator (now QU2) and the Business Start-Up unit had already created a 'conveyor belt' programme for student enterprise via a wide spectrum of support from awareness building, aspiration raising and the creation of a supportive environment to the more traditional approach of capacity building and knowledge and skills development. Students were tracked and surveyed to understand their business intentions; business planning, competitions and mentoring were provided through the Business Start-Up unit with complementary financial and new business support and work space provided by the Business Incubator Unit (QU2).

By the mid 2000s enterprise skills began to be considered again beyond the boundaries of the narrowly defined business agenda to encompass all areas of provision (Maclean et al, 2004). An influential Higher Education Academy report (Moreland, 2006) made a strong case for training in entrepreneurship as a key means of increasing employability in graduates of any subject. Studying and experiencing an entrepreneurial/enterprising curriculum was seen to be beneficial for the individual student whether or not students were contemplating starting their own business or entering paid employment. The crux of the reasoning, however, focused on the view that even students who did not intend to start their own business or become self-employed could benefit from improving their employability through enhancing their range of enterprise skills in the broadest sense. It was this prevailing view that eventually became central to the enterprise philosophy at Leeds Metropolitan University.

The Institute for Enterprise wanted to focus on developing an embedded curricular enterprise experience for all students and work with the existing units of good practice and academic staff to achieve this.

During the second stage of the CETL bidding process a group of partners (named the 'CETL 6') was established. At that point it consisted of: the White Rose CETL (Universities of Leeds, Sheffield and York); London Metropolitan University; Newcastle University; the University of Nottingham; Sheffield Hallam University; and Leeds Metropolitan University. These partners were a group of UK universities working within enterprise and employability and deemed, by passing through to Stage 2 of the bidding process, to be 'excellent'. Collaborative working and clear partnerships were seen as being essential to pump-prime a critical mass of expertise. Joint outputs and activity were generated for inclusion in the bidding process.

A total of 74 out of the 106 Stage 2 bids were approved in the UK in December 2004 as the new CETLs. Leeds Metropolitan University was delighted to announce that the Institute for Enterprise (as a single institution CETL) had been successful in its bid for five years of HEFCE funding. Its vision and key objectives are outlined in the section below.

3. The Institute for Enterprise and its vision

The Institute for Enterprise was launched in April 2005. Its aim was to create an inclusive enterprise education community to act as an engine of change within Leeds Metropolitan University, the region and beyond. The Institute proposed that enterprise education would be at the core of the student experience through a suite of nationally available top-up programmes, the development of a Masters qualification and the creation of physical and virtual infrastructures which would foster a vibrant learning community of academics, students and employers. Each of the University campuses would access innovative learning resources, with a flagship 'enterprise café' providing the focus for a resource centre and networking space, to enhance national understanding of enterprise education.

The Institute's aspirations were local to Leeds Met staff and students, as well as regional and national, in its aim to improve enterprise education through staff development.

Vision of the Institute for Enterprise

"To make Leeds Metropolitan University the first choice for students seeking enterprise teaching and learning across the whole range of academic disciplines offered."

The vision was to be achieved through increasing enterprise teaching capacity across the whole University curriculum, creating a focal point for established best practice and creating a physical presence for enterprise teaching and learning at the Leeds Met campuses. The vision was to be actioned via the objectives below, which were to:

- create an inclusive 'CETL community' (see Figure 1) as an engine of change
- establish a physical and virtual infrastructure to foster a vibrant learning community of academics, students and employers, building on the base of existing enterprise expertise
- provide a resource centre for enterprise education, and networking space/learning rooms at each of the campuses together with shared learning resources.

4. The Institute for Enterprise community

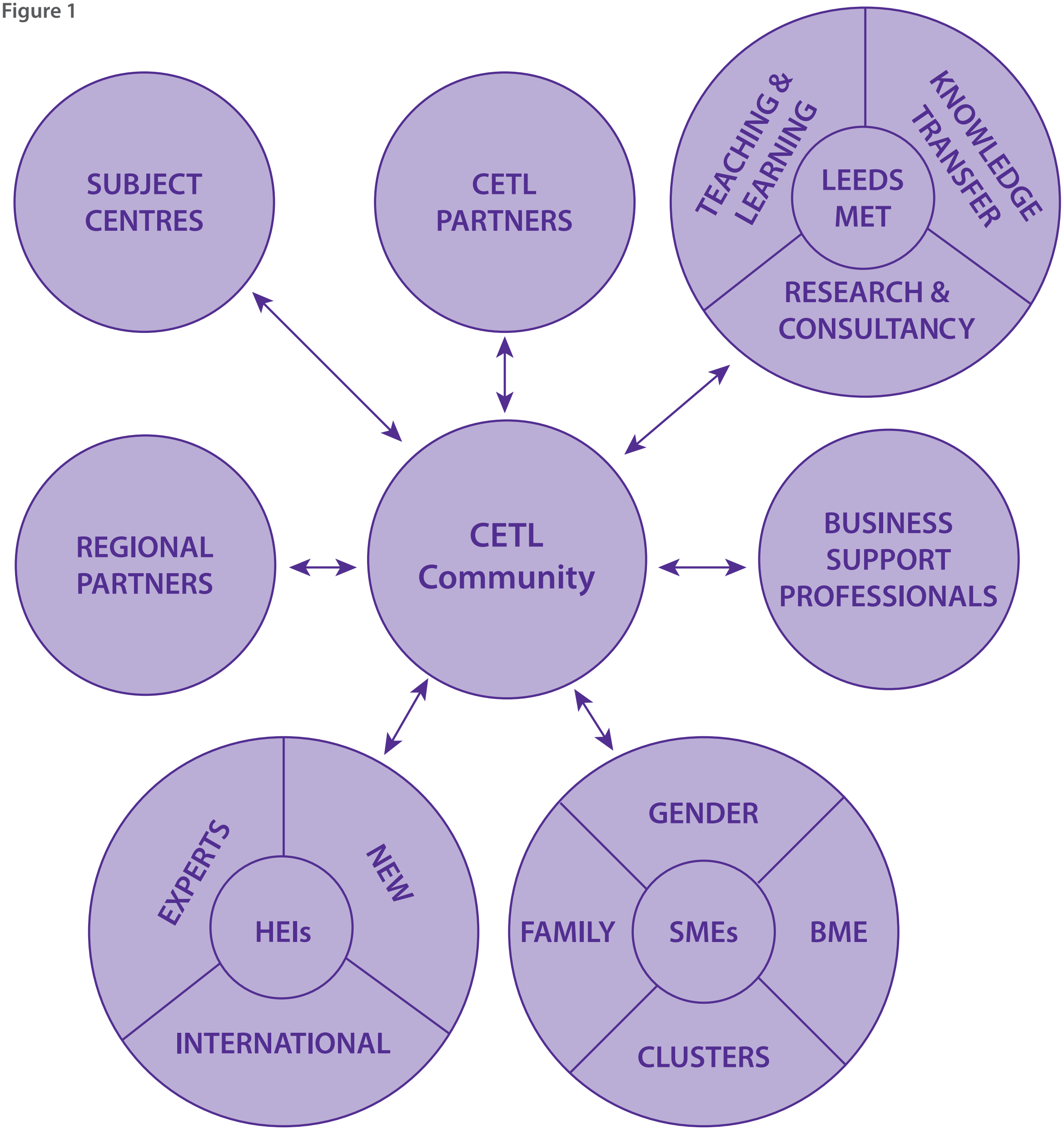
The aim of creating a learning community as part of the CETL was to engage students, staff and academic networks through a virtual and real physical presence. The Institute for Enterprise wanted all students to be able to have an enterprising 'experience' during their time at university by engaging in activities to develop their broad enterprise skills (Bridge et al, 2003) such as project work, events, showcasing activities with external organisations or experiencing assessed or formative enterprise education within their own course modules .

Staff could also engage with the proposed new enterprise space at Old Broadcasting House through participating in staff development activities and holding events and exhibitions for their students as part of their course-related work or extra-curricular activity.

Relevant regional professionals (for example from local schools, Education Leeds and the 'Make your Mark' initiative) also had an opportunity to contribute to enterprise education at Leeds Met through supporting curriculum development and the academic community through live project work and engaging with potential entrepreneurs. The Institute for Enterprise engaged with the local community through its links with further education, open invitation events, and links to local independent and family-run business organisations and local social enterprises.

Relevant national stakeholders were key in supporting the work of the Institute for Enterprise. They included the National Council for Graduate Entrepreneurship, Yorkshire Forward, Yorkshire Universities, the Higher Education Academy's Subject Centres and Enterprise Educators UK (see Figure 1). Representatives from many of these groups were members of the CETL Advisory Board, and together with Leeds Met Governors and local entrepreneurs attended and led enterprise-focused master classes and used their networks to disseminate our work.

Figure 1


SUBJECT CENTRES
CETL PARTNERS
TEACHING & LEARNING
KNOWLEDGE TRANSFER
LEEDS MET
RESEARCH & CONSULTANCY
REGIONAL PARTNERS
CETL Community
BUSINESS SUPPORT PROFESSIONALS
EXPERTS
NEW
HEIs
INTERNATIONAL
GENDER
FAMILY
SMEs
BME
CLUSTERS

5. Outcomes, outputs and dissemination

The Institute for Enterprise outcomes for the end of the funded period in April 2010 focused on the following:

1. subject-specific materials that could be used in supporting enterprise development across all of the University's provision in each of our Faculties from sub-degree to Masters degrees
2. routes to specialist Masters degrees in Enterprise and Innovation
3. signposting for Leeds Met students and alumni from academic programmes to access support for their own business incubation and start-up
4. a broad base of support for enterprise teaching and learning development, not just within Leeds Metropolitan University but also across the wider community of our partnerships in the region and beyond.

Many of the Institute's subject-specific outputs were achieved by Faculty Enterprise Pioneers and Leeds Met Teacher Fellows who initially catalysed enterprise activity in the Faculties. There are more details on this transformative approach and its subsequent reconfiguration in Section 7.

The Institute has continued to make significant contributions to a range of Leeds Met's priorities, including Open Educational Resources, employability and partnerships, and has harmonised with assessment, learning and teaching initiatives as a means of embedding enterprise education effectively into strategy and policy.

The Institute has adopted a strategic approach to dissemination that builds upon a sound foundation and recognises the powerful networking links with the business and higher education communities.

The Institute disseminates its work to the Higher Education Academy network and Leeds Metropolitan staff and students through a range of events (master classes, conferences, staff development) aiming to:

- provide models of best practice in enterprise teaching and learning
- provide enterprise materials for extra-curricular activity
- provide entrepreneurial case study role models
- maintain an enterprise relation management system and web portal to track all enquiries and provide an interactive communications system
- publish research underpinned and informed by enterprise teaching and learning.

As the Institute for Enterprise has developed, the breadth and nature of these outputs have broadened in their range and scope. A diverse range of case studies, publications, journal articles, presentations, workshops and films are now accessible via the University Repository, the EvidenceNet Repository (used for CETL outputs) and via the website: **http://www.leedsmet.ac.uk/enterprise/**.

6. Old Broadcasting House as a learning space

One unique element of any CETL bid was the capital spend and the successful Institute for Enterprise bid involved the conversion of the former BBC Leeds building into an enterprise café to be used as a learning space to support small group working, creative thinking and ideas generation and as a venue for enterprise-focused workshops, seminars and the showcasing of student work.

Students and staff use the space in Old Broadcasting House (OBH) for project work and group work. Local professionals and businesses book it for surgeries and meetings, taking advantage of the quiet rooms for private discussion, large workshop spaces and state-of-the-art learning resources and software.

The venue is well utilised for daytime and evening events, exhibitions and conferences and its usefulness and value as a venue for enterprise education has been formally evaluated as part of the CETL (see the chapter by Vicky Harte and Jim Stewart in this book).

7. Embedding enterprise education into curricula

The Institute for Enterprise's key priority themes are:

1. academic development
2. research and evaluation
3. building capacity of staff and students
4. dissemination and awareness-raising.

The Institute's work encompasses and integrates all these themes. Outputs are closely mapped to dovetail to each of these areas. Each activity underpins the strategic thinking used to work towards the sustainability of the CETL. The Institute's focus has moved in line with the project plan. Capacity building and venue development were the priority in the early stages. Once the infrastructure was in place the Institute moved to prioritising the practical task of embedding enterprise in the curriculum for sustainability. This ran in parallel with a shift to develop enterprising teaching methods for staff so they could help nurture and develop enterprise skills in the Leeds Met students.

Academic development

The embedding of enterprise at modular and whole programme level remained the key priority in the life of the Institute. This was done via a range of different methods.

The staff: The Institute for Enterprise initially adopted the approach of using academic staff as 'Enterprise Pioneers' in each of the University's six Faculties. These academics (one per Faculty) were seconded part-time to become ambassadors and advocates for developing enterprise in the curriculum. Their role was to demonstrate the relevance of enterprise activity through their subject area; inspire and support others to include enterprise in teaching and learning; and promote and catalyse new projects. The role of the academic tutor in inspiring the teaching of enterprise education has been shown to be vital (NESTA, 2008). These roles were successful in the first half of the time span of the Institute for Enterprise and generated a range of new activities and awareness-raising.

The projects: The need for increased cross-Faculty working and more specific curriculum-based collaborative developments led to a change of initiative in the latter stages of the Institute. The Pioneers were invited to bid for funds to support specific enterprise-focused projects. All the five-year objectives are completed, with the funded enterprise projects forming the backbone for the Institute for Enterprise's activity for the final academic year of its lifespan (2009-10).

These projects aimed to:

- develop a wider, self-sustaining community of practice at Leeds Met
- produce transferable resources and publications
- provide material for conferences and workshops – internal and external
- attract further funding from external agencies
- offer some of the Enterprise Pioneers a specific role during the last year of the Institute
- facilitate the recruitment of a Student Enterprise Pioneer team.

Projects with specific outputs, inter-Faculty collaboration and a focus on student-centredness were prioritised when the bids were submitted as a way of ensuring that academic 'enterprising tentacles' permeated the whole University.

Interestingly, five out of the six former Pioneers have now gone on to be project holders. The projects were broad in scope, ranging from podcasting for enterprise learning material to the development of ethical enterprise modules and a project which explored how enterprise skills can be integrated into interprofessional education programmes for health and social care students.

It was encouraging to note that colleagues not previously engaged with the Institute for Enterprise were putting their ideas forward for consideration, or collaborating with existing Institute for Enterprise contacts to co-submit a project application. An early meeting with project holders gave them the opportunity to talk about their projects, share plans and concerns, and discuss whether a facilitated action learning set approach would be useful for them in developing their ideas. A range of symposia, support meetings and a final workshop showcased the work and explored future routes into curricula where project work can be developed. The Institute for Enterprise is adopting a scholarly approach to project management, so that the outputs are prepared for journal publication and academic conference dissemination.

It is worth discussing in more depth an innovative project that focuses on using students as enterprise champions. A wave of enthusiastic student activity occurred as result of this project. This student-centred project explored what students in the University wanted to learn in an enterprising curriculum and generated activities led by them to support this. Students now attend the Institute's meetings, meet overseas students and visitors, and run a reinvigorated University student enterprise society. They use the Institute's website to publicise their events and reflections on enterprise. There has been a marked increase in the number of students coming forward to engage in Institute for Enterprise activities, as well as students willing to take lead roles in developing and delivering activities related to enterprise (e.g. running conferences, writing reflections, designing publicity and producing video footage).

Another valuable academic development has included the generation of an enterprise competency map. This can be used by academic staff to ensure that their modules and assessments are addressing key enterprise skills.

A cross-Faculty enterprise module is also being developed to allow students at Level 3 to participate in practice-focused enterprise workshops. The module will allow scope for individual students to develop their own business ideas. It will have online and face-to-face versions to cater for home and overseas students. The module can be tailored for specific subjects and can be used as either a core or elective module.

The learning approaches: The Institute for Enterprise has concentrated on promoting creative approaches to enterprise education learning. Individuals do not develop a 'can do' positive attitude to their learning by being taught in a traditional, didactic way. Enterprising teaching approaches (such as the use of action learning sets or enquiry-based learning) encourage tutors to help their students use interactive learning, assessments to develop their curiosity, problem solving, active learning and working team skills.

Extra-curricular activities: Enterprise is also a key component of voluntary work and part-time employment experiences. The Institute for Enterprise has worked with students and staff to see if these experiences can be captured so that they are valued by the students and recognised by the University. Placing enterprise activities in the curriculum like this linked the Institute strongly to the broader employability skills agenda and allowed us to work towards enriching curricula by encouraging volunteering activities to be credit-bearing.

Links to employability: The Institute has linked itself clearly to the work and strategic goals of the University's Employability team. Employability is defined according to researchers for the ESECT (Enhancing Student Employability Co-ordination Team) Project as:

> *"A set of achievements – skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations."*
> (Booth, 2003)

It is recognised that generic enterprise skills and behaviours are relevant to the broader employability agenda, and not solely to business start-up (NESTA, 2008). The Institute for Enterprise aims to ensure that the University formally embeds enterprise into the curriculum so that all students have the opportunity to enhance their enterprising capabilities.

Broad enterprise skills generated from learning creatively and effectively are employability skills for life (Ward, 2004). There is a strong emphasis at the Institute on graduate skilling, joint work to develop research funding across enterprise and employability areas, and collaborative work in the formulation of the new University employability strategy. A key development has been the nomination of key tutors in each course who will be responsible for linking employability to graduate skills. It is particularly vital in the current economic climate, where graduate employment rates are precarious, for students to be enterprising in their approach to their employment (AGR, 2010).

Research

Research and evaluation of enterprise form another key strand in the work of the Institute for Enterprise.

Peer-reviewed outputs have been disseminated via international and national conferences and outputs will be part of the Institute's enterprise resources.

Some interesting findings from some of the published research have made Institute for Enterprise staff and colleagues question their existing perceptions of enterprise. These projects are more fully explored in another chapter of this book (by Vicky Harte and Jim Stewart). Findings from projects commissioned by the Institute for Enterprise have shown that modules across the University can be full of content on enterprise, and be creatively and enterprisingly taught by creative tutors, but do not explicitly mention enterprise in their titles, so students enter the module not knowing "what they are getting" (Harte & Stewart, 2010).

The other key research project explored the use of Old Broadcasting House as a venue for enterprise education. The research project (Harte & Stewart, 2009), which explored student, staff and visitor feedback about OBH's value as a learning space, has shown that it is an effective platform and venue for the teaching and learning of enterprise-related skills. Institute staff have also participated in a project with the West Yorkshire Lifelong Learning Network which explored perceptions of enterprise in the creative industries (Deignan, 2009), and future funded research projects are planned to explore ways in which enterprise education can be tailored more effectively to benefit arts and creative students at Leeds Met.

Building capacity – staff and students

Key to the continuation of enterprise education is its sustainability beyond the end of the formal CETL funding period in 2010. The Institute for Enterprise leaves a legacy of resources, active staff and engaged students who can work with a variety of live ongoing, repeatable enterprise-focused projects and activities. Developing tutors has been vital and staff capacity has been built by training key staff, for example via accredited enterprise courses (National International Entrepreneurship Educators Programme NCGE/EEUK) and in-house staff development workshops. This allows existing tutors who teach enterprise to be better equipped to develop others because they have access to high quality role models and cutting-edge teaching and learning resources.

The expertise among the staff Enterprise Pioneers will be maintained through their engagement with or support of the new enterprise projects, which will in turn expand the enterprise community at Leeds Met and anchor enterprise education in many more modules across all Faculties.

Development of students is also regarded as essential if enterprise education is to be experienced and valued by current and future cohorts of students. The recruitment of a new cross-disciplinary Student Enterprise Pioneer team has connected the student body with the CETL and its associates, such as Leeds Inventure, Business Start-Up, the Business Incubator (QU2), schools, colleges, alumni, our community partners and local entrepreneurs. This Student Pioneer team has been networked with the National CETL Student Network and the students have gained skills and contacts as well as opportunities to publicise the work of the Institute at student level nationally. The student team has also been encouraged to make formal presentations at academic enterprise conferences and enter at least one national enterprise competition (the IBM University Business Challenge) as well as producing student-friendly guides and web pages. This model is being disseminated via workshops, publications and conferences across other higher education institutions and to partners in Leeds Met's Regional University Network (RUN).

Student engagement through student-centredness

The student-centredness of the Institute's work is fundamental to its success and to improving the student experience of university overall and their future employability. Enterprise education should not be a detached, non-authentic, non-student-centred activity, although it can often exist unsatisfactorily in this form. Richard Beresford, Director of the Centre for Creativity and Enterprise Development at Oxford Brookes University, explores how student engagement is reduced if enterprise education focuses exclusively on business start-up skills (Beresford, 2009). He discusses how a narrow, vocational understanding of enterprise education in HE undermines its credibility and therefore its sustainability beyond temporary funding streams.

> *"As a broadly understood approach to learning … it is certainly more than preparation for business start-up. Enterprising classrooms, seminar rooms, workshops, laboratories and work spaces where students can explore their own creativity, develop a positive view of risk, whilst also developing resourcefulness and resilience should be the basis upon which enterprise education is based and developed across the UK educational system."*
> (Beresford, 2009)

Students need to be engaged in developing the full range of enterprise skills during their university experience and make the most of the opportunities that university education has to offer. The Institute for Enterprise, in parallel with other assessment, learning and teaching initiatives at Leeds Met (for example a range of National Teaching Fellowship projects on the first-year experience), has instigated various activities to encourage staff to be more student-centred. For example, there are module awards for the most enterprising module, competitions integrated into modules for students to showcase their enterprising work and ideas, and awareness-raising for staff about projects in which their own students could become involved.

Dissemination and awareness-raising

Requests for representatives of the Institute to speak at external events and activities (both internal and external) have increased as our profile and standing in the sector becomes more visible and sure-footed. Many of the Enterprise Pioneers have had opportunities to present at local, national and international events. The case studies and papers produced as a result of the enterprise projects will provide material for dissemination and the Institute for Enterprise is seeking opportunities to raise awareness, source future external project funding and identify potential external collaborators to take projects forward.

There has been a significant increase in opportunities for Institute staff to disseminate their enterprise-focused work outside Leeds Met. For example, links with Liverpool John Moores University, the University of Gloucestershire, Sheffield Hallam University and international links in the US and Africa have allowed us to disseminate our practice and share ideas for future collaboration.

The annual competition, 'Increase Your Enterprise Footprint', has successfully been used to generate creativity and enterprise visibility for students. Recently a group of Leeds Met Film students produced a range of short films to encapsulate 'enterprise' from the student perspective. A successful master class series, the use of role models for the students, workshops and links with other CETL partners and highly commended recognition at the NCGE enterprise education awards 2009 have all contributed to our institutional and external recognition.

Work has also been undertaken on formulating an e-bulletin and redesigning the Institute's website (http://www.leedsmet.ac.uk/enterprise/) to make it more user-friendly. Publicity and information material have also been reviewed and updated. Dissemination via students is key and a new link-up with Inventure, a dynamic Leeds student enterprise club, will allow the expansion of activities for students and a greater network in which they can articulate and develop their business ideas. These events have taken place in Old Broadcasting House and in different business venues across the city. This supports the Institute's view that increasing student engagement across the board should take place not just in academically 'valuable' activities which only have academic credit, but in extra-curricular enterprise-focused activities too. Social networking, communication and team building (all valuable enterprise skills) can usefully be fostered outside the curriculum, and this complements student achievement within the pure academic setting.

Sustainability of the Institute for Enterprise

The National Council for Graduate Entrepreneurship tracks the changes in enterprise education within higher education institutions through its annual surveys. They report national variance in provision, but that in institutions where funding has pump-primed activity (for instance, via CETLS), the funding has driven a phenomenal growth in provision and an increase in student engagement. This has started to influence institutional culture in providing high quality enterprise education. There is a strong sense in the academic community that this momentum should not be lost.

Enterprise is often referred to as the act of starting and developing a business. However, the skill of being able to spot new opportunities, having a 'can do' attitude and the determination to take ideas forward to success not only applies to budding entrepreneurs but is a vital part of any student's personal development and ability to progress in any career. It is proposed, therefore, that the current successful model of using projects, networks, advice, active learning approaches and events to catalyse and support tailored activity and development at Faculty level should continue.

Traditional Business School delivery of enterprise will often focus purely on hard business skills. This strong business orientation, however, can lead to a neglect of concern for the pursuit of enterprise skills and behaviour in wider personal and social contexts. It also fits less well with the current, almost universal, international policy emphasis upon the relationship of entrepreneurial behaviour to employability and the notion of an entrepreneurial culture. The European Union describes this as a "key competence for all, helping young people to be creative and confident in whatever they undertake" (Commission to the Council and European Parliament, 2006). Europe-wide issues need consideration at local university level too. The EU has called for universities to make the necessary organisational changes to build up entrepreneurial attitudes and management skills in their students (op cit). In addition, a report for the European Commission's expert group (European Commission, 2008) focused on the requirements to improve the capacity and capability of educators. The report outlined how inadequate resources allocated to entrepreneurship education and the constraints educators face in developing effective courses cannot be addressed through individual development alone but require changes in policy and implementation at national and institutional levels, particularly in relation to curriculum content and pedagogies – exactly the role for which the Institute was funded in the first place.

Profound changes in the University and in wider society have influenced the need for the perpetuation of enterprise education at Leeds Met. Key influencing factors include:

- the need to enhance graduate skills for enhanced employability and lifelong learning
- globalisation, the rise of emerging economies and societal challenges such as environmental sustainability and an ageing population, necessitating innovative responses not only to deal with the challenges but to create opportunities from them (DIUS, 2008; Cox, 2005; NESTA, 2008; Egan, 2004)
- recognition that the public sector wants to employ more flexible and enterprising people to deliver services more

creatively and effectively (Department of Health, 2008)

- how the economic downturn has catalysed students to think more creatively about their careers
- the need to focus on creative and enterprising pedagogies to enhance student engagement and a high quality student experience
- the student-centred focus of the new Leeds Met Assessment, Learning and Teaching Strategy and the Leeds Met Employability Strategy which concentrates on student engagement, experiential learning through events, activities and placements, links to local business and employers, and employability skills.

Employability of its students is a priority for the for the University and developing students' skills in support of this has been a key focus of the Institute's work. There is growing demand from students, employers and Government for employability learning to be addressed within the curriculum (Department for Business, Innovation and Skills (BIS), 2009; CBI, 2009). In the BIS *Higher ambitions* report, Lord Mandelson suggests that: "Without employability skills: several important strands in UK employment and skills policy may be unachievable" (Department for Business, Innovation and Skills, 2009). This runs parallel to the Government focus on increased employer engagement and the development of higher level skills in employees (Leitch, 2006; Department for Business, Innovation and Skills, 2009). The Leeds Met Employability Strategy 2009-11 acknowledges that many students opt to pursue postgraduate study or take a gap year before entering employment and the addition of a range of enterprising skills to their portfolio may enhance their flexibility, resilience and self-confidence, thereby preparing them more effectively for the wider world (DIUS, 2008).

The Institute for Enterprise exemplifies through its current objectives the proposals from recent guidance from the new Higher Education Framework, which emphasises:

- the importance of successful partnerships with schools
- using applied curricula to prepare graduates for the world of work
- the importance of maintaining our 'extended curriculum' opportunities
- linking the University to businesses and local employers.

Opportunities and challenges

The Institute has had the opportunity to spread the benefits and lessons learnt from the work undertaken to other areas of the University, and the level of interest in the work nationally is growing. A smaller team will continue linked to the central University Assessment, Learning and Teaching office. This team will co-ordinate enterprise activity in the Faculties and with our external partners using the same CETL model of student-centred learning, integrated module development and curriculum-based projects and activity.

But there are challenges ahead which compromise sustainability. First, there is the question of core team capacity and the challenge of managing an ever-growing workload as the Institute continues to engage with a wider constituency. Existing projects will be embedded in the Faculties and a range of classes, seminars and workshops will continue to promote the dissemination and sustainability of creative, participatory enterprise education at Leeds Met.

Second, there is the longer-term question of the sustainability of processes generated through the Institute for Enterprise beyond its funded period. The Institute is already doing much to foster the embedding of new practices and ideas, and is demonstrating the value and impact of a core team of people with academic, research and pedagogic skills whose job it is to network, support and explore. However, the availability of resources, combined with the organic nature and lengthy timescales of large-scale educational change, inevitably place limits on the impact and reach that can reasonably be expected of any one CETL within the time frame of the funded period.

The change facilitation practices that have been taken forward by the Institute, especially with regard to the nature of creative enterprising teaching, are resource-intensive and there is recognition that in order to maintain the momentum of change there is likely to be a need for continued deployment of resource after the funded period until practices are fully embedded.

Has the Institute for Enterprise been a success? It has been successfully evaluated by the Policy Research Institute for HEFCE (Policy Research Institute, 2010). The student-centred approach, pedagogic activity and broad approach to enterprise as a skill for all graduates has been praised. The evaluation will also support HEFCE in its own meta-analysis of the CETL initiative.

In conclusion, it is interesting to ask what the Institute for Enterprise's strengths are. What can we do that others can't? What do we have which others do not which will continue to benefit the institution and our external link organisations?

- The CETL model is not solely linked to business entrepreneurship, which means there is broad appeal to all Faculties and solid experience in tailoring the approach to different student needs. The Institute's collaborative, collegiate and inter-Faculty approach enhances joint working and as a result improves dissemination and the sharing of good practice.
- The Institute has a dynamic pedagogic approach, developed through enquiry-based learning, and excellent diverse resources which can be adapted to suit different types of students at different academic levels for a range of situations.
- The Institute has excellent current knowledge about enterprise education which can be used to augment the pedagogic component of the wider employability agenda. By generating a more creative learning experience in enterprise, the Institute can help to build capacity to develop a larger community of enterprise learners.
- The Institute has experience in developing enterprise modules, assessments and evaluation tools. The critical mass of expertise would mean consistency in project management, dissemination of resources and the management of current and existing research (Institute for Enterprise, 2009).
- The Institute building, website, contacts, newsletters; existing good links with a network of students, individual student enterprise ambassadors and staff; strong, credible profile; and dynamic, flexible team with experience in managing enterprise projects and curricular development in this area are already in place.

Reflecting the positive perspectives that have arisen from the University's experience of other CETLs (Active Learning in Computing (ALiC) and Assessment and Learning in Practice Settings (ALPS)), consideration should perhaps be given to the potential for establishing smaller-scale, internal 'CETLs' after April 2010 – that is, based on broadly the same model – in other areas of strategic importance to the institution.

The CETL programme 2005-2010 is perceived as an initiative that has provided an opportunity for reflection and open-ended, speculative experimentation, as well as for production of concrete 'deliverables'. This has provided the context for the work of the Institute which, in a reconfigured form, will continue to co-ordinate enterprise projects across the University and sustain its dynamic approach to enterprise education.

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Enterprising and employability skills through innovative curricula

Alexandra J. Kenyon

Introduction

Embedding enterprise and employability skills into the curriculum is often viewed with suspicion and thought to be a painful process. This is partly due to the nebulous state of combining practical skills with academic rigour. Yet employability and more recently enterprising skills should be high on the agenda for all higher education institutions (HEIs) if they wish to embrace the proposals published by the Department for Innovation, Universities and Skills (2008). Universities are, therefore, encouraged to provide a holistic programme of learning for students who will be able to take away an interrelated package of knowledge, skills and personal efficacy.

There are many ways that these highly sought-after employability and enterprise skills can be gained. This enterprising case study demonstrates a way of nurturing employability skills through a stepped programme of learning, enabling students to 'come away with' and realise their employability skills.

Work-based learning

Work-based learning is one of the ways in which students at Leeds Metropolitan University can gain enterprise and employability skills. Opportunities come in many shapes and sizes including placement opportunities, short-term work experience, volunteering, community enterprises, leadership of sports groups and so on. The assessment of the skills learnt and developed can be measured in a number of ways including reflective essays, presentations, and employee feedback.

Recent work-based learning opportunities for students have been made available with external organisations including ASDA, Domino's Pizza, UNITE, Boutique Hotels, and the PDSA. As can be seen from the figure the work-based learning opportunities are major contributors to graduate employability skills; so important for graduates in a saturated market.

Figure 1 shows that work-based learning is 'one spoke in a wheel'; however, the two-dimensional model does not tell the whole truth. Work-based learning does not stand alone, but develops a person's skills, adds to their career management strategy, develops the person holistically and enables the person to apply learning in a 'real-life' situation – all of which combined improves a graduate's employability skills. With this in mind a project was developed to enable students to work with West Yorkshire Police with the ultimate goal of reducing alcohol-related harm in Leeds city centre.

Stepped learning link between students from Leeds Met and Safer Leeds

Leeds city centre has over 180 bars and pubs, 90 restaurants and over 29 nightclubs in the city centre alone. It is becoming increasingly popular to business, leisure and student visitors for its diversity and growing economy. However, one in four patients who attend Accident and Emergency departments complaining of assault had either consumed alcohol or believed that their assailant was drunk. Indeed, West Yorkshire Police records cite alcohol as a contributory factor in more than 70% of all domestic violence incidents. To address issues of this type many towns and cities have developed strategies to reduce alcohol-related harm. The Alcohol Strategy for Leeds includes a number of initiatives under the themes of prevention, control and treatment. One of those initiatives is to encourage responsible management of licensed premises through the Best Bar None Scheme. Nationally, the Best Bar None Scheme was launched in 2007, and Safer Leeds became involved in 2008.

Figure 1: Employability graduate skills
(adapted from Rae, 2007)

Alexandra J. Kenyon

Following discussions between Jo Rostron (Safer Leeds) and Alexandra Kenyon (Leeds Metropolitan University) an enterprising project was put in place, enabling students to put into practice their classroom-based knowledge of the licensed retail industry and its associated laws and regulations. The project followed a 'stepped approach' with Level 5 BA (Hons) Hospitality Business Management and BA (Hons) Entertainment Management students. The 'stepped approach' firstly provided students with background knowledge, then skills to apply the knowledge, leading to the opportunity to use the knowledge and skills in a 'real-life' situation; the final step requested students reflect upon the key employability skills learnt from the project.

Stepped approach

Step 1 Students study and take the National Certificate for Personal Licence Holders Examination, gaining knowledge of the Licensing Objectives, Licensing Law and how licensees implement these in their business.

Step 2 Students are coached to become a Best Bar None Assessor for Safer Leeds.

Step 3 As a Best Bar None Assessor students visits pubs, clubs and bars (in pairs). Their duties include auditing and seeking evidence of compliance. Compliance includes:

a. evidence of a rigorous process for ensuring there are no sales to under-age people

b. staff training and due diligence evidence to ensure no 'drunks' are served alcohol

c. clear procedures for accidents, removal and submission of drugs and egress during a fire alarm.

Step 4 Completion of a self-reflective essay detailing their experience of being a Best Bar None Assessor and the personal and employability skills learnt during the process.

Benefits of the enterprising project

- It gave students the opportunity to gain work experience with Safer Leeds, a division of West Yorkshire Police
- It enabled students to take textbook knowledge into a working environment
- It gave students the chance to work in their local community to reduce incidences of crime in Leeds city centre
- It highlighted to students the need for community partnerships in working together to make the night-time economy in Leeds, safe, secure and sociable.

The Home Office, who support Best Bar None, found this enterprising project an example of best practice and presented it on their Crime Reduction webpage.

Conclusion

Leeds Metropolitan University aims to provide a full learning experience for students. If this entails moving off the 'usual' curriculum to embed 'employability' skills then so be it. Britain needs to remain a competitive force in the international arena, therefore we need to encourage and grow the number of people joining us for Level 4 higher learning and 'generic' skills. Many students can gain the 'generic' skills by being active participants in part-time work, placements, careers fairs and social/sports networks. However, more universities are now assessing the 'generic' soft, psychological self skills that employers tell us they so desperately want.

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Alexandra J. Kenyon

Festival Republic partnership

Rebekka Kill, Patsy Robertshaw
& Festival Republic

Introduction

Leeds Metropolitan University's partnership with Festival Republic was established in 2007. In the first year of the partnership a total of 30 students, staff and alumni volunteered across three projects. This partnership has provided, and continues to provide, opportunities for students, staff and alumni to develop their experience and skills in a festival environment; to contribute in a significant way to Festival Republic events; and to enhance research carried out in the areas of festivals and creative performance.

Festival Republic employs approximately 30,000 people during the course of the festival season and runs the Leeds and Reading Festivals, Glastonbury Festival (operational management), Latitude Festival, and also a number of smaller festivals. The profile of the Festival Republic partnership within the University has been raised over the last four years with many students being made aware of the opportunities that the partnership offers before enrolling at the University.

Project aims

There are obvious benefits to volunteering in terms of building the confidence and personal development of the individual volunteer; however, the partnership with Festival Republic goes further by giving the student-volunteers the opportunity to transfer what they have learnt in theory during lectures or seminars and apply it on a practical level, 'on the ground' – albeit in a relatively safe and controlled environment. The Leeds Met–Festival Republic partnership provides students with many opportunities for transferability through activities that map closely onto their university courses – yet it also requires creative transfer as students build on and adapt their existing knowledge and skills.

Broadly speaking the partnership's aims can be expressed in terms of opportunities for students and staff and in increasing the University's profile. These are as follows:

Student opportunities:

- put learning into practice within a festival environment
- gain first-hand experience from experts from the music industry
- fulfil work-based learning and other module outcomes
- gain access and contacts in an industry that is hard to break into
- employment through internships.

Staff opportunities:

- collaborate with industry experts
- share and improve expertise
- coach students in action.

Profile and promotion:

- promote Leeds Metropolitan University to potential students and the wider festival audience
- promote Leeds Metropolitan University to industry representatives.

Process

The recruitment process for volunteers starts once negotiations with Festival Republic on numbers and budgets have been concluded. Usually by April the University begins to promote these opportunities. The process of recruiting volunteers has developed over the last four years since the inception of the partnership. In the first year (2007) marketing was minimal, as there was no budget and only 30 roles were available. Now Leeds Metropolitan uses an online recruitment process to assist with the large volume of applicants and uses experienced staff and previous volunteers to help interview potential volunteers. The interviews themselves are a mixture of individual interviews (for more substantial internships) and group interviews. Even since the inception of the partnership, two essential factors were identified as being central to the selection of volunteers: creativity and passion. In the first part of the recruitment process prospective volunteers and interns are given one minute to deliver an 'elevator pitch' as to why they would be suitable for the role. This 'pitch' has the added benefit of developing students' presentation skills for more general interviews and employability. In the second part, applicants are asked to provide a 'fantasy line-up' of their favourite bands, in order to encourage them to demonstrate their passion for music.

Staffing

Leeds Metropolitan's approach to staffing at the events is hierarchical. This is partly a strategy for managing large numbers in a high-stress environment, but also serves to create opportunities for the students to manage small teams, giving them management experience and ensuring that the students are safe and the pastoral issues are identified immediately.

Activities

During the 2009 festival season over 200 students, staff and alumni had a behind-the-scenes experience at Latitude and Leeds Festivals across a dozen projects. Internships in artist liaison, sound, lighting, press and PR, and environment and sustainability have enabled students to put their learning into practice and gain an in-depth insight into the running of a major festival.

For Festival Republic, the 'stand out' projects are as follows:

- The Helpful Arena Teams at Latitude Festival (flamboyant, creative, mobile information volunteers recruited from the University's creative courses). These are valued because they require a unique skill base and are highly visible in the main arena
- The Campsite DJs at Leeds provide entertainment in the campsites from 11pm until 6am. This service has had a direct and beneficial effect on the atmosphere in the campsites
- The Festival internships (highly sought-after industry-specific roles) provide Festival Republic staff with the opportunity to form didactic and mutually instructive relationships with the students.

For University senior staff the emphasis was different. Activities that were credit-bearing were viewed more positively, and there was consensus that the intersection of numerous research projects with this partnership strengthened its position.

Outputs

The Leeds Met–Festival Republic partnership offers excellent opportunities for students to use their professional knowledge in work-related activities; reflect on their developing professional identity; and develop their social and interpersonal skills while at the same time increasing their levels of confidence. The value of this opportunity for students ranges from enhanced networking opportunities, added value to their CVs, and the perceived 'prestige' of the activities within their peer groups, to the 'valuing' of this experience in the form of academic credit.

As learning environments the festivals provide an 'authentic' work-related experience for students, since they take on specific responsibilities to fulfil job roles created within the partnership framework and have opportunities to work side-by-side with professionals in their field of study. The benefits of this type of work-related learning extend beyond the festival as the students continue to learn by reflecting on and sharing the experience with their peers.

Students are able to translate their formal learning into 'real-world' situations by drawing on their previous subject knowledge, yet reinterpreting it in work-related situations, such as working with others or working under pressure; and by drawing on prior life- and work-related experiences. Students also expand upon key personal qualities, such as social and interpersonal skills, resilience and perseverance, and responsibility. They are also able to enhance their self-awareness and professional identity, strengthen their professional knowledge and skills, such as networking and leadership, and develop their subject-specific knowledge.

Research

During the last 12 months the partnership has directly and indirectly generated several research outcomes:

1. In 2009-10 a researcher from University of the Arts London conducted a substantial case study on students' experiences of work-related learning based on interviews of Leeds Metropolitan University students and staff. According to this document:

   > *"Student work experience within the partnership provided an excellent example of an ambitious WRL opportunity situated outside the curriculum, yet organised and administered by university tutors."*
   > (Triantafyllaki, 2010)

2. The partnership has also been the subject of a HEFCE microstudy on the University's interactions with businesses and communities.

3. Finally, this partnership, and the subsequent generation of expertise of festivals, has also functioned as collateral in several bids by Rebekka Kill including two successful Arts & Humanities Research Council (AHRC) funding bids for the Beyond Text scheme.

'Valuing' the experience through accreditation and feedback

A small proportion of students (i.e. Film, Events Management, Performing Arts, PR and Play Work) are assessed through work-based learning frameworks. While the importance of participating in the activities, regardless of whether students are assessed or not, is clearly recognised by University tutors, it is important to acknowledge the benefits of this type of work-related learning expanding beyond the boundaries of the festival events. The value of accreditation is that students continue to learn after the event by creating a dialogic space on their courses for reflecting on and sharing the experience with their peers. Although only a small number of students can actually be involved in these projects on site, if those students then come back and share aspects of that learning with their peers they are helping the others to gain deeper knowledge and understanding of the professional work environment. It is quite difficult to quantify the benefits of peer learning as an outcome of the Festival Republic partnership but it is evident when observing students in the classroom.

Work-based learning students are assessed in different ways depending on which course they are on. Film students are assessed by (1) an on-site lecturer who takes note of how they react to the crew, their behaviour, time management and general degree of professionalism; and (2) a series of two-minute films they produce as a group during the festival. Events Management students are assessed on an 'events passport', a type of reflective journal that requires them to document and reflect on their experience. Similarly, PR/Marketing students are assessed on a reflective piece of work that takes the form of a portfolio. During the festival students receive a significant amount of support from University staff, professionals working at the festival and their peers, but finding success in unfamiliar and particularly challenging work-related learning opportunities is important for enhancing students' self-confidence.

Evaluation

Current metrics

Although there has been extensive qualitative documentation of the Festival Republic partnership, there has been limited development of quantitative metrics over the lifetime of the partnership. A senior member of staff stated that "we know very well that there is a benefit [from the partnership]" and "quantitative methods are less effective [at demonstrating this]". Internal data collection has gone some way to describing its activities, but assessment of impact is lacking. A senior member of staff described the outputs as 'very real' and a core component of our regional impact statement.

Data collected include:

- number of students involved
- number of applications to be volunteers
- feedback gathered after the event from questionnaires to volunteers
- podcasting and audio feedback in 2010
- feedback gathered by the Festival Republic volunteers through blogs and tweets
- feedback from people that the students worked with, e.g. Festival Republic and the BBC
- a series of qualitatively focused research case studies from external partners
- numerous internal communication and website articles written by a range of participants.

A full economic costing has been completed but only from Leeds Metropolitan University staff, not Festival Republic staff, so this appears a little unbalanced. Also there is considerable danger of double-counting as staff can negotiate this activity as Continuing Professional Development (CPD), as volunteering or as teaching hours.

Impact

One of the difficulties associated with the development of metrics for the Festival Republic partnership is the very diverse and diffuse nature of the activities involved and the multiple stakeholders. We could explore the benefits to students in terms of the impact on their future employability. There may also be some potential for evaluation of regional and national impact, perhaps measured in terms of reach and audience numbers. We could also attempt to measure the promotion of the Leeds Metropolitan University brand and increased awareness among potential applicants.

What next?

There are a number of key future aims of the partnership.

1. To internationalise the project. Festival Republic acquired Hove Festival in Norway during 2009. This small interdisciplinary, boutique festival provides a perfect opportunity to embed international experiences in this project.
2. To increase accreditation for students. A relatively small proportion of students work on the partnership 'for credit': these include students from Film, Play Work, Events Management, Performing Arts and PR. We would like to increase this proportion. We are also investigating other ways of acknowledging students' inputs and further embedding this experience into the curriculum.
3. Celebrating success. Several of our volunteers and interns have progressed into full-time, and freelance, work in this highly competitive industry. In the future we would like to find methods for celebrating these successes.
4. Supporting staff. There are two issues here; first, we need to celebrate staff achievements and development in this project either by accreditation or through the Performance & Development Review (PDR) process. Second, sustainability depends on developing and retaining staff experience in the partnership and this must be both acknowledged and rewarded.
5. Funding. This project is currently co-funded with cash and time contributions from both partners. This is a very delicate situation, especially during a recession, and needs continuous monitoring and agreement.

Conclusion

It is important to acknowledge that this partnership has been driven by key members of staff at Leeds Metropolitan University and at Festival Republic. These individuals have driven expansion, negotiated projects, time and money, and without their enthusiasm, knowledge and goodwill the partnership would not have thrived thus far. One of the key principles in this ongoing development is that the partnership must continue to be (in)formed by the student experience. This emphasis is echoed from both the academic and industry sides of the partnership.

At the heart of this commitment to the student experience is a notion of creativity; a good example of this is the Helpful Arena Team (HAT) project at Latitude Festival. This HAT role has a dual purpose: the students both give information about the site and the line-up and they are also creative performers. Volunteers tend to be recruited into this project (40 students) from Performing and Visual Arts and Music courses. These students are encouraged to bring an idea, a costume or an instrument to the festival, they are engaged in a performance devising workshop and they are supported in making 'new work' and site-specific performance: i.e. they need to come up with a sustainable creative idea, try it out, reiterate and adapt it. In this project, in particular, it is possible to see creativity and applied learning in action.

However, although creativity is literal in the Flamboyant HATs project it also permeates the Festival Republic partnership at many other levels. In particular, that kind of creativity that is "linked with particular social and cultural spaces" (Fernández-Cárdenas, 2008; Eteläpelto & Lahti, 2008) – specifically, the ways in which these spaces 'afford' (Greeno et al, 1993) students particular opportunities for learning. Within these social and cultural spaces creative activity is emphasised, providing students with opportunities to engage with their own creative journey (Craft, 2006, p. 24). The Festival Republic partnership develops particular qualities, such as flexibility and adaptability, confidence and interpersonal skills. The actual festival environment is both a creative and social environment and the volunteers form a 'learning community' on site. They camp together and they learn together so, in this sense, there is no hierarchy.

The Festival Republic partnership is at the forefront of event-based learning. The students take their roles very seriously and being treated as professionals by their co-workers is significant for them as during the festival they reinforce their professional identities as aspiring practitioners. Students often encounter unfamiliar contexts and situations during the festival events. For many, this provides an opportunity to increase their resilience and perseverance. Students are able to develop their self-awareness and 'open up' their career prospects. It is an experience that is ongoing as students cross the boundaries between their various courses and specialisms and a range of professional practices. Through their engagement in the festival students begin to develop their professional 'know-how'. They are required to communicate, not just with their peers but with a whole range of professionals. You could say that this is the best way for students to meet experts from across the field.

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Podcasting to support students using the Executive business simulation

Andrea Gorra & Peter Chippindale

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Project aims

The aim was to develop and evaluate the use of video podcasts to support students applying enterprise skills and concepts to 'live' business decision-making in a simulated business start-up.

Objectives

- develop video podcasts as innovative and reusable learning resources to support students launching a simulated new company in the European car industry
- make use of podcasts to support and enhance student decision-making in the development and running of a new simulated company using business simulation software
- aid and develop student skills in problem-solving, analysis and judgement, opportunity perception, risk management and initiative in the formation and running of a start-up company
- evaluate the pedagogic and technical issues of developing and utilising podcasts for business simulations
- share findings and recommendations within the University and also the wider HE environment via conferences and journal publications.

Process

It is generally accepted that the most effective educational interventions actively engage students in their learning (see for example Biggs, 2003). Such engagement requires both action and thought on the part of students and is facilitated by guided group collaboration (Slavin, 1995). In line with these principles students in the Leeds Business School undertake a group-based interactive business simulation as part of their module on Business Analysis and Practice (BAP). This is a complex and realistic activity where student teams work in a 'live' marketplace consisting of simulated student companies with other European manufacturers acting as 'competition' in the market. It was therefore felt that additional and flexible learning resources should be provided to support the activity. We anticipated that by offering such resources in the form of podcasts the students would be able to better understand the underlying principles of the business simulation and be able to make more informed business decisions.

We developed different types of podcasts for students in the Business School in their second year of study (Level 5) taking the module Business Analysis and Practice. The students taking this module study various courses in the Business School such as BA (Hons) Business Studies and BA (Hons) Marketing. Additionally the same podcasts were used to supplement teaching materials for students on two other courses: Strategic Decision Making (Level 3) and a Diploma in Management Studies at postgraduate level. The assessment consisted of a written business plan in which each group outlined the objectives, strategies and development of their company. After receiving tutor feedback the students executed their business strategies in the computer-based simulation. The visually enhanced audio podcasts offered tutor discussions of key elements of the computer-assisted business simulation as well as video podcasts on subject-specific topics. These podcasts were aimed to support the students in their assessment preparation and help with the revision of key concepts. The podcasts were made available via the Virtual Learning Environment (Blackboard Vista) as well as for subscription by web browser-based RSS readers such as Google and downloadable RSS readers such as iTunes.

Outputs

- A series of different types of podcasts, including video podcasts and visually enhanced audio podcasts. These podcasts can be accessed via an iPod (by subscribing to RSS feeds via iTunes) or via any PC browser.
- Conference poster presentation at the BMAF (Business, Management, Accountancy and Finance) Conference, April 2010.

Impact

The project helped to develop the students' skills of analysis and evaluation of company results and helped them to relate their analysis to their subsequent decisions. It also provided them with experience in prioritising decisions in a business setting, thus increasing their enterprise experience and employability. The project:

- enhanced student motivation by offering additional and flexible learning resources

- met the needs of students with different learning preferences by providing flexible and innovative learning resources that recognise the diversity of our students
- engaged students in their own and other group members' learning in a very strong active-learning environment
- provided opportunities for staff peer learning through joint production of multi media lecture materials.

Evaluation

Our evaluation of this approach to using podcasts took into account pedagogic and technical issues using a case study approach. Students studying the Business Analysis and Practice module were surveyed about their views of the podcasts and the way in which they were used. The survey was handed out to the students during the lectures and tutorials one week before the assignment was due. Focus groups were conducted with student groups in the same week. A total of 137 questionnaires were collected and 12 interviews conducted with student groups.

What next?

We are aiming to build on the success of the project on podcasting and videocasting by expanding on the ideas and expertise we have developed. Using podcasts developed to support enterprise in the curriculum we plan to spread our ideas and expertise to other members of staff, other modules and courses so that:

- the podcasts can be used as reusable learning objects for e-learning/distance learning courses
- we enable module/course teams to produce their own podvideos and further change the culture of enterprise teaching. This will benefit not only students but also members of the teaching team. We aim first to have an impact on staff at Faculty level, then across the University, and eventually to set up consultancy projects with external partners.

We intend to conduct further research into the ways in which students use podcasts and similar web-based media in their learning so that assessment, learning and teaching strategies can be developed to maximise the impact of web-based media.

General conclusions

Student feedback indicates that the podcasts engaged the students and supported their understanding of the Business Analysis and Practice module. Staff and students agreed that the podcasts were beneficial in terms of assignment revision and made it easier for students to understand the subject content. We also found that the students valued flexibility of use over mobility. In other words, the learners perceived it as very beneficial to watch podcasts outside the lecture time, either because a class was missed or because they wanted to review the key concepts. However, our findings indicate that learners are less interested in accessing podcasts 'on the move'.

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Andrea Gorra & Peter Chippindale

The self-made man or the man-made self: HE Entrepreneurship Education and gender

Sally Jones

> *"… the content of education itself validates men even as it invalidates women. Its very message is that men have been the shapers and thinkers of the world, and that this is only natural."*
> (Rich, 1979, p. 241)

Although there is a growing body of knowledge based around the development and delivery of enterprise and entrepreneurship education in HE generally (Brown, 1995; Manimala, 1997; Thorne & MacDonald, 1997; Wilson et al, 2003; Moreland, 2006; Routamaa & Miettinen, 2007), very little of this research has focused on the impact of gender on the teaching and learning of entrepreneurial skills and knowledge and its associated affect on women's desire for or confidence in using these skills to start a business or become self-employed. This seems to be a neglected but increasingly important aspect of HE entrepreneurship and enterprise education (HEee), given that women now account for more than 50% of those attending university (Leathwood & Reader, 2009) but only 14% of UK businesses are owned by women (British Library, 2009). The Government seeks to encourage women to set up their own businesses and evidence suggests that the experiences and perceptions of entrepreneurship developed at HE level are an important precursor for women establishing businesses, with women business owners being more likely to have a HE qualification than their male counterparts (National Council for Graduate Entrepreneurship, 2006; Muir & Edwards, 2006). Indeed, the DTI (Small Business Service, 2006) has suggested that the growth of women entering HE offers an important opportunity to develop women's enterprise. Given that the 18–24 age group is most likely to view entrepreneurship as a viable career option (Patel, 2005), female undergraduates are ideally placed to consider entrepreneurship on graduation, especially as their numbers are increasing. However, this is not borne out by the large gender disparity in graduates who do pursue entrepreneurship (Martinez et al, 2007).

A review of the literature suggests that the foundations of enterprise and entrepreneurship are based on the exclusive study of men and it is therefore important to acknowledge the development of HEee as a subject or academic discipline – especially given that it is historically based on the experiences of exclusively male subjects. Without reference to the historical context we cannot acknowledge and explore issues which make explicit and question the "… pattern of using male experience to define the human experience …" (Belenky, Clinchy, Goldberger & Tarule, 1997, p. 7, cited in Muir & Edwards, 2006). Carter and Marlow (2003, p. 188) also support this view, asserting that: "… historically women have been left off the small business research agenda or made invisible by research practices or in other ways written out of the analysis of self-employment". Other people have historically set an entrepreneurship research and teaching agenda that has traditionally excluded women's experiences and this has led to suggestions that we should "…question how business schools train nascent entrepreneurs for a male, profit-orientated, growth orientated economic entity" (Greer & Greene, 2003, p. 16) and that entrepreneurialism is viewed as a 'type of masculinity' in some organisations (Collinson & Hearn, 1994, cited in Halford & Leonard, 2001).

This chapter therefore critically examines the historical development of HEee, arguing that inspiring enterprise in female undergraduates requires critical engagement with received, historically masculinist notions of what it is to 'be' entrepreneurial in the light of its gendered implications. This is of course a major area of research and investigation which could not be fully covered in a single book chapter and so it also references some of the existing accounts of the historical and political development of entrepreneurship (Goffee & Scase, 1985; Burnett, 2000; Beaver, 2002; Armstrong, 2005a; Palmer, 1997; Huggins & Williams, 2007; Chell, 2008).

The social construction of gender

I should stress that I take an approach to gender that distinguishes it from the more mainstream usage of the term as another word for biological sex. Rather, it refers to the socially constructed roles and relations between men and women, also being linked to individual and collective ideas of gendered identity and notions of femininity and masculinity. This chapter therefore explores such socially constructed notions and views gender as 'something to be done' and as performative, being the “very apparatus of production whereby the sexes themselves are established” (Butler, 1990, p. 7). This allows us to place gender within the arena of social mores, constructions and expectations rather than an explicit set of immutable or ‘natural’ characteristics related to biological sex. We can then explore the historical construction of these ideas as they relate to entrepreneurship and how education and other social institutions might influence female student choices as to what ‘people like me’ do and how these are reproduced or challenged within higher education or, as Bourdieu (2001, p. 83) puts it, how certain environments can “…lead women to contribute to their own exclusion from the places which they are in any case excluded”. My conceptualisation of gender is therefore summed up by Sayer (2004) who suggests that:

> *“Gender does not have a stable, uniform fixed set of characteristics; rather the term refers to common bundles of associations and contrasts and axes of domination that are contestable and shift continually across space and time.”*

Elam (2008, p. 35) further suggests that such gendered social constructions have a direct relation to the choices women make regarding traditionally masculine-linked roles when she says:

> *“In terms of a discriminatory outcome, women may face strict penalties of legitimacy in the competition for male-linked occupational positions, particularly in the case of worldviews, and ultimately practices, that contradict dominant views.”*

Allied to this are collective ideas related to gender capital and the relative perceived value of masculine and feminine typified capital. In traditionally masculinist societies, gender capital associated with masculinity is more highly valued than feminine gender capital except in circumstances where women are deemed as ‘naturally’ better at certain jobs because of characteristics traditionally associated with their ‘femaleness’ as it is linked to collective notions of femininity. Female gender capital (i.e. the status and approval related to being female) is therefore highly valued in traditionally female occupations such as nursing and childcare but is viewed differently in traditionally male-dominated environments (Bourdieu, 2001). Here there is a perceived lack of fit between the value of the capital women bring to certain social spaces and the ‘type’ of gender capital associated with certain roles, particularly those viewed as high status or with high earning potential, often roles in traditionally masculinised work environments (ibid). Leathwood and Reader (2009, p. 112) suggest that there are “limitations in the extent to which mobility across gender identities is possible” and an uncritical approach to the masculine-framed foundations of entrepreneurship theory does little to address this or to offer positive positions to those students, both male and female, who do not identify with current mainstream imaginings of the ‘true’ entrepreneur. This traditional, uncritical approach has led to arbitrary and ‘common-sense’ notions that have historically positioned entrepreneurship as a form of masculinity (Halford & Leonard, 2001), legitimising the interests of men as a dominant group, and Bourdieu outlines this “androcentric principle” or “primacy of masculinity”, saying:

> *“The particularity of the dominant is that they are in a position to ensure that their particular way of being is recognized as universal. The definition of excellence is in any case charged with masculine implications that have the particularity of not appearing as such.”*
> (Bourdieu, 2001, p. 62)

Likewise, Ahl (2004) suggests that entrepreneurship theory and ideas of who can ‘be’ an entrepreneur are androcentric, leading to socially constructed ideas of traditionally masculine behaviours being seen as entrepreneurial behaviours. In her work (2004, pp. 56-58) she uses Bem’s Sex Role Inventory (BSRI) of masculinity and femininity and maps this onto the suggested traits and behaviours of entrepreneurs, concluding that: “... the discourse on entrepreneurship in the economic literature [is] male gendered. It is not gender neutral” (2004, p. 61) and that:

> *“…there is a discourse on womanhood that is in conflict with the discourse of entrepreneurship. Being a woman and an entrepreneur at the same time means that one has to position oneself simultaneously in regard to two conflicting discourses.”*
> (Ahl, 2004, p. 61)

Like Ahl I too am concerned that, although seemingly gender neutral, entrepreneurial theory and models based on the study of traditionally male-owned businesses form the foundations of entrepreneurship education in HE and inform student, staff and policy conceptualisations of the entrepreneurial mind set. There has been little attempt to analyse or critique these definitions and theories within mainstream HE (Jones, 2008; Jones, 2009), effectively closing down opportunities for contestation, with these ideas suggested as 'settled'.

The historical development of entrepreneurship theory

> "*…we must keep constantly in mind the history of the terms we use*"
> (Marshall, 1890/1997, p. 51)

Although a seemingly 'modern' concept, the concept of the entrepreneur and theorising about entrepreneurial activities, attitudes and abilities are rooted in ideas developed in the 18th century by Richard Cantillon – who first used the term 'entrepreneur' – and further developed by the French economist J.-B. Say (Palmer, 1997; Burnett, 2000; Chell, 2008). The privileging of male experience is suggested by the long line of male economists and philosophers who have developed our modern concept of entrepreneurship, including Adam Smith, Alfred Marshall, John Stuart Mill and Joseph Schumpeter (Burnett, 2000). Contemporary writers have continued to engage with these historically masculine-framed ideas of entrepreneurship, refining and developing our present-day understandings of the entrepreneur (Kirby, 2003; Burns, 2004, 2007). Schumpeter's ideas on innovation and entrepreneurship are particularly influential and have been described as "the fulcrum for an attempt to draw a large canvas setting out the forces that shaped Western culture" (Zassenhaus, 1981, p. 179). Sawyer writes of how Schumpeter "invoked the influences of the drive to do, to win, to create, to found a dynasty, a private kingdom; … the will to conquer; the impulse to fight, to prove oneself superior to others, to succeed for the sake, not of the fruits of success but of success itself" (Sawyer, 1952, p. 9). This combative, status-driven, all-conquering image of the entrepreneur is still prevalent in today's economically driven business culture, with television programmes such as *Dragons' Den* and *The Apprentice* presenting entrepreneurial success as a battle for resources and recognition, with highly visible 'self-made men' such as Richard Branson and Alan Sugar becoming cultural heroes, firmly embedded within the public consciousness.

In this way ideas suggested in the 1700s have been developed, co-opted and synthesised to become what we have today: an urgency around the need for people generally, and HE students more particularly, to be exposed to entrepreneurship and to gain related skills in order to support both their career development and the economic growth of the nation through the creation of new businesses and self-employment (Universities UK, 2002; Lambert, 2003; EC, 2006; EC, 2007). Given this masculine-framed historical development it is unsurprising that entrepreneurship theory and education should reflect the concerns and assumptions of the many male thinkers involved in its historical development.

It is tempting to dismiss historically masculinised approaches as cultural and 'how things were' rather than how things are now. However, this argument stalls somewhat when we consider that what is now understood as entrepreneurship theory and the foundations of HEee are indeed based on mainstream acceptance and engagement with these historically male-defined concepts (Goffee & Scase, 1985; Greer & Greene, 2003, Carter & Marlow, 2003; Muir & Edwards, 2006). These apparently gender neutral ideas have created a view of entrepreneurship that focuses on identifying and/or developing the traits, abilities and behaviours that are deemed necessary to be a successful entrepreneur. Whether we believe that entrepreneurs are born or made, there is a need to critically engage with the very concepts upon which HEee is based: concepts which have the effect of normalising masculine-typified behaviours as entrepreneurial. Even if we agree that these can be 'learnt' we should acknowledge their tendency to privilege and elevate traditionally 'masculine' ideals, which in an increasingly female HE environment is problematic. Indeed, despite Government efforts to encourage nascent female entrepreneurs, having reviewed the literature on EU graduate entrepreneurship, Martinez et al (2007, p. 2) describe the factors that favour entrepreneurial intent as being "a man aged between 25 and 40 with self-employed parents, a higher education degree, need for achievement, risk taking propensity, and preference for innovation". This entrepreneurial profile is unsurprising given the issues outlined above and would seem to suggest to those who fit this profile that they will be successful, as people 'like them' ultimately become entrepreneurs; but what of those who do not easily fit this profile?

Defining the entrepreneur: the self-made man or the man-made self?

> *"… if in a given setting the achievements of members of one sex are valued more, and if members of that same sex are then seen as the 'norm' against which the other is measured, gender may … look very asymmetrical indeed."*
> (Sunderland, 2004, p.20)

Although there is no universally agreed definition of the entrepreneur there has been an increasing focus on traits and personality-based ideas (Chell, 2008) which have developed out of the historical literature in a way not immediately apparent in the original texts. According to Burnett (2000), Cantillon formally defined the entrepreneur in the 18th century as the "agent who buys means of production at certain prices in order to combine them into a new product". The initial concept was of a 'middle man', indicating neither a personality nor a psychological element – merely what they 'do', not who they 'are'. In the early 19th century J.-B. Say appears to suggest a psychological or personality-based meaning by asserting that an entrepreneur has to be a 'leader' but he also suggests that, given that the entrepreneur has to have certain 'connections', 'abilities' and access to capital, "these conditions exclude many people from the competition" (Palmer,1997, p. 71), alluding to a sense of exclusivity. In the 1890s Alfred Marshall made the link between entrepreneurship and economic development in the form of production. He also believed that entrepreneurs must be "*natural* leaders" (Marshall, 1890/1997, my emphasis). This talk of the natural is arguably where the dominance of masculinities, both in the myth-making about entrepreneurship and in the 'doing' of entrepreneurship itself, becomes an overtly gendered discourse. To say that something is 'natural' is to assume that it is innate, something within a person that has not been learnt. 'Natural' is a value-laden term, leading to suggestions that only certain 'types' of people (i.e. people displaying the 'accepted' behaviours and characteristics) can do certain roles. This is certainly the basis of gendered job segregation and accounts for the fact that "60% of working women are clustered in only 10% of occupations" (DfES, 2007). Indeed, it has even been suggested that entrepreneurialism is viewed as a form of masculinity in some sectors (Collinson & Hearn, 1994, cited in Halford & Leonard, 2001).

Marshall also suggests a sense of 'exclusivity', asserting that entrepreneurs, far from being common, are in fact 'special' people and that the skills and abilities of the entrepreneur are "so great and so numerous that very few people can exhibit them all in a very high degree" (Marshall, 1892/1993, p.166). This suggests that only outstanding individuals can be entrepreneurs and a sense of high status that has increasingly been granted to these 'special' people. The higher status roles or the more sought-after positions are often in traditionally male-dominated professions (Bourdieu, 2001; Hakim, 2004) and this is seemingly true of the role of the entrepreneur as it has traditionally been defined. A major criticism of this approach is that entrepreneurial success is only apparent in hindsight (Chell, 2008) and some successful entrepreneurs have had several 'failures' before finding success (Klees, 1995). Others have argued that the definitions of entrepreneurial 'success' vary according to the way we measure them and the relative value that the individual entrepreneur or the wider economic or socio-political agenda places on these (Gongol et al, 2007; Goffee & Scase, 1985). Marshall (1890/1997) does argue that these entrepreneurial abilities can be learnt but that the success of this is often influenced by the surrounding economic environment. He also suggests that although entrepreneurs are 'special' they are not all the same and although they do have some common abilities and attributes their chances of success depend upon the economic environment in which they pursue entrepreneurship. This seems slightly confused reasoning and, as with Sawyer's comments above, raises questions about whether we can therefore identify common traits and abilities at all. The basic argument suggested throughout this historical development is that either entrepreneurs are 'special' and born with the 'right' mindset or that anyone can learn to be a (typical) entrepreneur. Given that there is now such an emphasis on teaching students to 'be' entrepreneurial, there is a suggestion that policy-makers and educators believe that an entrepreneurial mindset can be taught. Such commonly mentioned 'entrepreneurs' as Sir Richard Branson, Lord Sugar, and Sir Stelios Haji-Ioannou are often typified as role models for young people even though they are all now middle-aged (the fact that they are also all knights or peers illustrates the high social status accorded to such entrepreneurs).That is not to denigrate people because of their age or gender but to problematise the fact that the media and the education system suggest these people as aspirational role models to young people who may have heard of them but may not be able to see themselves in them or may feel that they are so far removed from the realities of their own lives and experiences as to be irrelevant or impossible to emulate. Indeed, this is echoed by a report on developing enterprising young people (cited by Patel, 2005, p. 45) which states: "The few role models currently being propagated as entrepreneurs are hackneyed, inappropriate and remote from young people's interest in business." When we add the potential bias towards male role models this potentially makes it even more remote from young women's interests.

The entrepreneur as social construction

> *"…any particular society will necessarily select, develop, and reward (and conversely discourage) certain personality types and traits for certain roles – a selective operation that inevitably affects entrepreneurship."*
> (Sawyer, 1952, p. 9)

> *"As to the standing of the independent businessman, it is our impression that it may now be lower than it has ever been."*
> (Bolton, 1971, cited in Beaver, 2002, p. 36)

Sawyer's quote is taken from a 1952 series of essays which acknowledged a debt to Schumpeter's work. Entitled Men in Business, it sought to chart and investigate 'entrepreneurial history'. The title and focus of the book continues the theme of the male-dominated approach to this subject both historically and intellectually as an academic discipline. Sawyer alludes to the rewarding and recognition of certain 'types' as entrepreneurs but does not expand on the idea that entrepreneurship is linked to personality types or behaviours that are deemed 'masculine' and therefore 'unfeminine'; unsuitable or unacceptable for women to aspire to, given socially constructed concepts of gender roles and the historical male normative approach to research in this field. In the 1950s 'aggressive entrepreneurship' was considered the 'best' form of entrepreneurship for generating profits and economic growth and "building an ever-expanding future" (Sawyer, 1952). However, both Sawyer and Lamb, writing in the same book, suggest that entrepreneurs are products of their time and of the values of the society in which they live. Lamb says: "Entrepreneurs, like other decision-makers, depend for their success on the measure of acceptance their values and goals of activity command from that society" (Lamb, 1952, p. 117). Both Sawyer's and Lamb's comments therefore raise questions about whether entrepreneurial endeavour and success are situated and dependent on local and temporal conditions – both economic and social – rather than necessarily being a result of individual behaviour or temperament.

One could therefore argue that entrepreneurship and the entrepreneur are social constructions which have developed historically and link entrepreneurial success with traditionally received 'masculine' traits such as risk-taking, aggressive competition, individualism and the pursuit of personal wealth. This also supposes that 'being' an entrepreneur and related entrepreneurial activities are learnt behaviours, with our views on our chances of success or failure developing through our social relationships and the 'messages' we receive from a number of sources including our family, the media and our education institutions. It is linked to the promotion and support of entrepreneurial intent and activity, currently seen as high status and aspirational, something that is actively encouraged and rewarded by society and state. It has also been noted by Chell (2008) that most of the research into entrepreneurial indicators has been done on existing entrepreneurs, suggesting that the accepted entrepreneurial behaviours promoted in the historical, political and educational approaches to entrepreneurship theory are based on socially constructed or learnt behaviours which have developed as a direct result of the entrepreneurial activity itself rather than any pre-existing talents or traits.

Of course, if there were an innate capacity, with only the very few 'true' entrepreneurs able to succeed, there would be little value in supporting education and other business programmes that encourage entrepreneurship. As Stanworth and Gray

(1991, p. 153, cited in Beaver, 2002, p. 38) point out:

> *"There would be little point in considering the question of nature and characteristics of business owners if it were not for the fact that such knowledge might enable us to gain a better understanding of the way in which economic, educational or other conditions might be manipulated in order to stimulate small business behaviour in a socially and economically beneficial way."*

The growth in entrepreneurship-focused policy and educational drivers since the Bolton Report (1971) arguably represents attempts to 'manipulate' educational and economic conditions to make them more supportive of received notions of enterprise and entrepreneurship. The rhetoric about the economic importance of small businesses hasn't changed since the 1970s but the status of the 'independent businessman' certainly has. The focus on the link between entrepreneurial activity and economic growth has resulted in a concerted effort to raise the status of entrepreneurs (Armstrong, 2005a), to make them the 'new cultural heroes' (Moss Kanter, 1989, cited in Beaver, 2002, p. 35) and to support and encourage entrepreneurship in the general population (Armstrong, 2005a & 2005b; Huggins & Williams, 2007). This approach is also becoming increasingly evident within an HE environment experiencing a large growth in female undergraduates who are ultimately on the receiving end of these historically male-normative theoretical concepts and their related masculine-framed behaviours, risks and rewards.

Conclusion

Ultimately, addressing and highlighting these issues is not about 'feminising' the HEee curriculum; it is not even about 'equalising' it; it is about encouraging debate and critical engagement with taken for granted and historically situated ideas of entrepreneurship to offer alternatives and space for discussion. To ignore the contested nature of entrepreneurship theory perpetuates the 'long tail' of ideas based on the 'essential' nature and mutually exclusive dualities of masculinities and femininities and 'acceptable' gendered behaviours which do not necessarily reflect the lived experience of those involved in teaching and studying in today's HE system.

Critically re-examining these historically grounded ideas is not to suggest that mainstream entrepreneurship theories and concepts are necessarily 'wrong' or irrelevant but that, given the increasing numbers of women entering HE and the apparent drive to engage them in entrepreneurship education, the historical basis of HEee should be problematised rather than accepted as 'common knowledge' or somehow 'naturally' representing entrepreneurship. This is an important project, given the enduring influence of the male-normative assumptions that continue to inform perceptions and understandings of this complex historical, political and social phenomenon.

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Enterprise and employability: to conflate or not to conflate?

Laura Dean

Back in 1992, Watts and Hawthorn provided definitions of enterprise that could subsume employability. They argued that enterprise may be about: helping students set up a business; working within an enterprise (organisation); or being enterprising, innovating and creative. Their comments were made in the context of the Enterprise in Higher Education programme, which ran for eight years until 1996. This predated the nomenclature 'employability', but ran alongside traditional employability elements such as career development learning. More recent enterprise initiatives (for example the National Centre for Graduate Entrepreneurship) have focused more specifically on entrepreneurship, innovation and knowledge transfer, rather than on employability.

Alongside this, employability as a separate and distinct concept has grown in strength, incorporating concepts such as key skills and career development learning, meaning that employability and enterprise have come to be seen as distinct, if not mutually exclusive concepts.

Public images of enterprise are influenced by popular media. Programmes such as *Dragons' Den* epitomise enterprise as activities which are competitive, and are primarily about wealth creation. In her 2009 paper Jones laid out the development she saw in the concept of the 'entrepreneur' throughout the last three centuries (Jones, 2009). This, she argues, has culminated in an image of the entrepreneur as a saviour and a celebrity. This image, she argues, portrays enterprising individuals as being focused on wealth creation, and in so doing provides imagery of enterprise as a highly commercial activity, which repels some people, disproportionately women, from enterprise activities. A similar view of enterprise as commercial activity leads Cruz et al (2009) to explain that: "Many public bodies promote entrepreneurial education programmes because of the importance of the programmes for economic development and the competitiveness of the business structure" (p. 199), focusing again on the wealth creation aspect of enterprise skills. However, if enterprise skills are considered as a particular type of employability skill these somewhat mercenary connotations are reduced.

Some HE institutions have already integrated employability and enterprise: Lancaster, Birmingham and Newcastle Universities all have integrated careers and enterprise centres. The Centre for Excellence in Teaching and Learning, the Institute for Enterprise, based at Leeds Metropolitan University, takes an open approach to what enterprise can be. They cite Paul Kearney's 1994 definition as a useful starting point:

> *"Enterprise is purposeful active behaviour, which can take place in any number of contexts, business being only one. Enterprise is making things happen, having ideas, and doing something about them, taking advantage of opportunities to bring about change."*
> (Kearney, 1994)

This definition fits well with how students and graduates access employment in the information age. While some vacancies are still advertised in traditional ways, employers also engage in viral advertising, computer games and other innovative methods to attract specific graduates. As there is no legal requirement to advertise vacancies and doing so is expensive, many vacancies are not advertised at all, but are taken by those most effective at networking or creating their own opportunities. Even when in work, significant minorities of graduates and other employees (BIS, 2009b) have portfolio careers, i.e. they incorporate a range of part-time positions, or spend part of their time in self-employment, a co-operative or volunteering while in paid employment for other blocks of time. Even employability skills as basic as career management require creativity and enterprise. Enterprise can be as much about parents finding innovative solutions to their childcare issues so that they can work as about money-making activities. For example, a group of parents opting to establish co-operative working arrangements which incorporate reciprocal childcare demonstrate innovation and creative approaches to problem solving: enterprise in its widest and perhaps more 'social' sense.

Case study 1: A portfolio career: combining employment and entrepreneurial activity

Louisa [not her real name] returned to education at the age of 23 after staying at home with her small children after finishing A-levels. Until this point the only paid work she had done was part-time cleaning for a small enterprise. Despite this some of her employability and enterprise skills were well developed. Living on a tight budget had taught her to be enterprising. She was highly creative: for example doing a house swap with a friend in order to go on holiday without incurring accommodation costs.

While studying for her degree Louisa took an active interest in developing her employability and took opportunities to complete paid work placements as well as a voluntary position working for a local charity. Post-graduation, she struggled to find a traditional graduate position; her family responsibilities meant she was not geographically mobile and was only able to work fixed hours. As a stop-gap measure Louisa took a paid part-time role in the charity where she had volunteered, having been offered the position as a result of her opportunity spotting: finding appropriate funding opportunities for the charity. Over time she supplemented this role - which she enjoyed but was poorly paid – with a more lucrative job which was less stable. In addition Louisa undertook a range of enterprising activities: for example, after visiting a music festival she noted many revellers abandoned items such as tents, boots and sleeping mats. She began collecting these after festivals and reselling them via an internet auction site.

Louisa's portfolio career combined both employment and entrepreneurial activity, though the same range of skills were required to be successful in both: opportunity spotting; communication; problem solving; initiative and flexibility. Louisa enjoys the range of activities she undertakes in her work and no longer hopes to find one full-time position.

For those graduates who opt for traditional full-time employment, enterprise skills can still come into play. For example, graduate trainees traditionally spend time in each department of an organisation, establishing their strengths and preferences before opting for one area. Increasingly organisations actively train their employees in enterprise skills, with the expectation that they will be intrapreneurial. For example the CBI's 2005 Innovation Survey (MORI, 2005) found that 67% of organisations reported training their managers in the identification and development of new ideas (in comparison to only 20% in 2002). Both the idenification and development of new ideas are key enterprise skills. In addition many other employees act either as intrapreneurs or 'job crafters'. Intrapreneurs use enterprise skills in the workplace, innovating for the organisation's benefit. Job crafting is a form of enterprise which fits neatly into the classification of employability skills.

'Job crafting' could be classed more as an example of career development skills. It is the way in which employees redesign their own jobs to make them more enjoyable and engaging. Whereas job design theory previously focused on top-down management development of roles, Wrzesniewski & Dutton (2001) described the way in which employees subtly develop their own roles in increments over time so it better meets their needs and interests. While some examples of job crafting are about managing one's own expectations and feelings about work, two of the main ways in which employees job craft is to change the type and frequency of the work they do and to manage the relationships they have in the workplace. The latter two forms depend on spotting and developing opportunities: key enterprise skills. As job crafting is an effective mechanism for employees to become more content and engaged (Berg, Dutton & Wrzesniewski, 2007) it is sensible to regard these specific enterprise skills as employability skills.

The UK, along with other highly developed countries, relies decreasingly on industry and goods manufacture as sources of employment. The knowledge economy is one in which rapid change, diversification and evolution are the norm. 59% of people work for small and medium-sized companies which undergo rapid change in processes, approach and even output type over short periods of time (BIS, 2009a). In short, these are organisations for which the ability to see opportunities, respond to change, be flexible and other enterprise skills are vital; therefore enterprise skills are employability skills, on a continuum, as illustrated in Figure 1.

Figure 1: Continuum of enterprise and employability

Enterprising			Employable
← - - - - - - - - - - - - -	- - - - - - - - - - - - - -	- - - - - - - - - - - - - -	- - - - - - - - - - - - →
Entrepreneur	Portfolio worker	Job crafter/Intrapreneur	Employee

For personal or personality reasons individuals may choose to aspire to a particular place on that continuum. For example a person's tolerance of risk can impact on the type of work they wish to do. There is considerable literature on the relationship between gender and risk aversion level, which, it is suggested (e.g. Chaganti, 1986), accounts for the relative lack of female entrepreneurs. However, the skills required at each point are for the most part transferable to all the other points. Another reason for not using enterprise skills to act as an entrepreneur is that this may cause discrepancy between one's beliefs and actions.

Social enterprises are one way in which individuals who might not regard themselves as entrepreneurial use the subset of skills that make them enterprising. Kearney, Hisrich and Roche (2009) argue that the term 'entrepreneurship' is increasingly used in the public sector even though it is usually associated with the private sector. In 2006, the 62,000 social enterprises in the UK are estimated to have a combined turnover of at least £27 billion and account for 5% of all businesses with employees (Atkinson, Tuohy & Williams, 2006). Other business structures require enterprise skills as well, for example co-operatives. Co-operatives are far removed from the popular media view of entrepreneurialism as enterprise activity. Within co-operatives all members hold a share of the business and all receive equal payment and benefit from the profits of the organisation. Typically, though not always, co-operatives also have highly developed social responsibility policies and practices. Co-operative members also need to be enterprising, however, as shown in case study 2.

Case study 2: Using enterprise skills to job craft into a new working structure

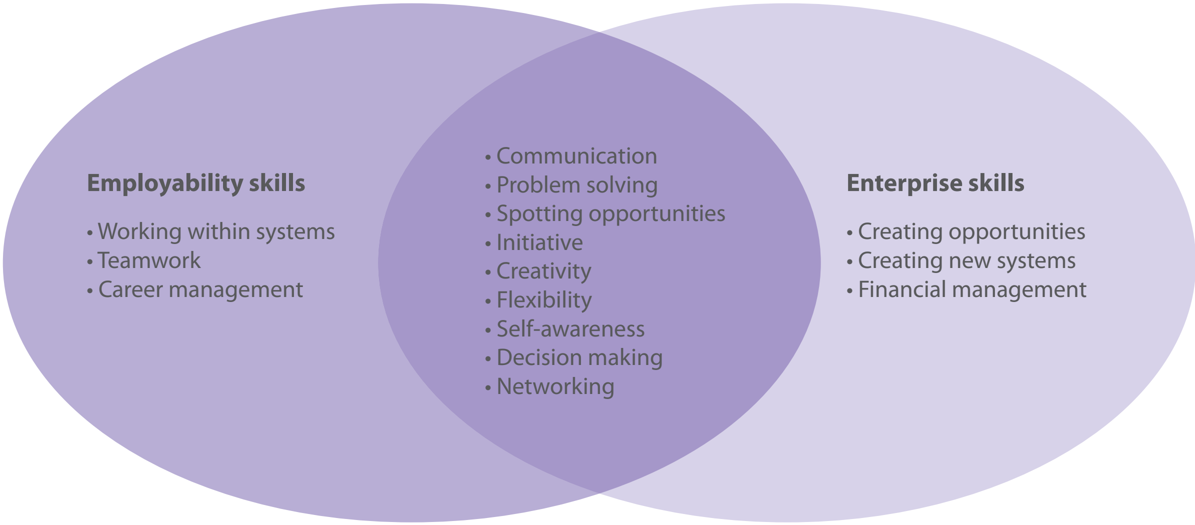
Following graduation James began working as an employee selling subscriptions for the *New Internationalist* magazine. During this time as an employee he experienced redundancy twice: while working for the original company, and then in a newly established smaller organisation which subcontracted the work from the *New Internationalist*. This coupled with a growing political awareness and dissatisfaction with traditional hierarchical working systems spurred him to reconsider the way in which the work was performed. Though he had taken a management role in the previous incarnation of the organisation, James opted to establish a co-operative with the staff from the previous organisation.

Though the co-operative performed the same tasks as before, they found that the work could be completed in a much shorter period of time. In part this was because they abolished time as the mechanism for measuring effort and instead used mutual agreed measures of output. The group found it possible to use a significant proportion of the income to the group to fund activism, while working fewer hours and receiving equitable salaries. As outputs rather than methods were valued, individual members found enterprising ways of meeting their targets which required the ability to recognise and maximise opportunities.

In establishing and working within this co-operative the members used a range of skills which are traditionally regarded as employability and enterprise skills. For example, teamwork, problem solving and communication are regarded as key employability skills, but were also required for this working structure. The enterprise skills of opportunity scanning and creating new systems were also vital. The members were highly employable, and highly enterprising following Kearney's definition of enterprise as "purposeful active behaviour". They work according to a different model which has been shown to be sustainable but uses the same range of enterprise and employability skills which we aim to develop in the curriculum.

When the then Department for Innovation, Universities and Skills commented: "We want to see all universities treating student employability as a core part of their mission" (DIUS, 2008, p.6), we assume self-employment can be subsumed into that ideal. The use of the term 'employability' and the growth from career development learning means there is already a focus on skills, which is necessary in rapidly changing economic circumstances. But is it beneficial to differentiate between employability skills and enterprise skills? The following diagram illustrates some of the skills required for both. While any of the employability skills could potentially be required of an enterprising graduate and vice versa, they are distributed here according to their primary importance to that concept.

Figure 2: Enterprise and employability skill sets



Sources: Lyons & Brown (2003); NESTA (2008); Boyatzis (2008)

As the overall level of employment and consequently unemployment in a given society is strongly correlated with national and international economic factors beyond the individual's control, focusing on employability as the route to paid employment can be highly misleading. It can lead to individuals feeling responsible for their own unemployment, even though there may be insufficient jobs available. This is not a beneficial approach for society as a whole: worklessness can lead to feelings of inadequacy and depression (for an overview see Warr, 1987). If employability is perceived simply as a set of skills which allow one to be employed, then developing such skills in one person simply means that one person gets an available job rather than another: it does not increase the total employment level. If employability and enterprise are seen as part of the same set of skills, the benefit to the economy as a whole can be seen. Back in 1949 Schumpeter argued that wealth within a country can be created in one of four ways: through new products, new production methods, new markets or new forms of organisations. Employability skills such as problem solving and flexibility can assist in all of these, but in that context they are likely to be labelled enterprise skills. Employability is not just the ability to 'get a job': one can be highly employable and still there are no jobs available. If one is enterprising and employable then it is possible to develop new opportunities.

In conflating enterprise and employability, and promoting these to students, there are some important issues. First, the benefits of doing so presuppose that enterprise can be taught (Kuratko, 2005). I believe it can, but to do so staff have to be entrepreneurial first. Within universities we need to model enterprise, valuing innovation and creativity, opportunism and risk-taking, and using intrapreneurs and entrepreneurs as role models: people who are not necessarily valued or rewarded within a university. For example this might be the member of staff who seizes an opportunity to learn from a real-life, immediate situation and so changes the module content to focus on a current event, or one who works with a student developing the commercial applications of an idea outside the curriculum. Second, it may be beneficial for institutions to keep enterprise and employability separate in order to attract particular funding or the interest of external bodies. Third, conflating them may deter particular groups of students. As some students look for more secure work, increasingly applying to seemingly 'safe' options such as the public sector, and given the popular definition of enterprise as entrepreneurial activity, using the term 'enterprise' may alarm students and prevent them from engaging with employability activities. However, this should not be an issue. If institutions embed employability/enterprise activities into the curriculum they can appear seamless to students. Students may not be aware that the teamwork skills they are developing in a group-assessed module benefit them in the workplace, or that an exercise analysing the press cuttings of a particular organisation is anything more than a mechanism for analysing a particular theory. When employability and enterprise are central to courses they can be virtually invisible to students, and they can be central without losing any academic content if staff themselves are sufficiently enterprising.

As universities become more enterprising as institutions, and expect their students to be more enterprising, it is vital they value and reward enterprise and creativity in their staff and develop systems that allow for minor and major modifications of modules and courses rapidly to maximise the benefits of seizing opportunities. Some institutions have already begun looking at the benefits of intrapreneurial behaviour. As universities increasingly maximise third stream revenue, their systems are already becoming more flexible and responsive; for example, at Leeds Metropolitan University it is now possible to validate an accredited programme within months. I would argue that this process needs to gain velocity to allow programmes to be accredited within weeks, to maximise the seizing of opportunities. To do this it is essential to note that enterprising behaviour can be highly rewarding for the institution, but is also, by its nature, risky behaviour. Part of being enterprising, and part of being employable, is the ability to move forward from failed activities, learning from them. For a university truly to promote an enterprising approach in its employees, it must also develop systems that do not penalise the less successful ventures: it must reward the behaviours rather than the outcomes.

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Laura Dean

Social enterprise education for health care professionals: embedding enterprise education into the Interprofessional Learning Programme

Cath Sanderson &
the ILP team: co-ordinator Martin Neal

Introduction

Stimulated by policy documents at the beginning of this millennium such as *A Health Service of all the talents* (Department of Health, 2000a), *The NHS Plan* (Department of Health, 2000b), *Working together, learning together* (Department of Health, 2001), and *Benchmarking Academic and Practitioner Standards in Health Care Subjects* (Quality Assurance Agency, 2001), the Faculty of Health at Leeds Metropolitan University established in 2006 a pre-registration Interprofessional Learning Programme (ILP) with the aim of enhancing interprofessional working practices within service delivery. This ILP is summatively assessed and embedded in a module in each student's own professional course.

More recently there has been increasing recognition by the NHS that many aspects of health care provision, particularly those intended to reach groups who do not effectively access existing health care services, can best be met by social enterprises with the aim of reducing health inequalities.

There are currently more than 6,000 social enterprises delivering health and social care within the NHS (Social Enterprise Coalition, 2009).

This number is set to rise considerably with the introduction in 2008 of the NHS Right to Request initiative which provides funding and support for health care professionals who have the vision and drive to develop, through social enterprises (SEs), better service delivery within health and social care.

Consequently there is a need within the present ILP to develop both an awareness of the role of SEs in service provision, and intrapreneurial and enterprise skills.

Embedding enterprise education within the ILP will also enhance employability prospects for our graduates who in the present economic climate can no longer assume they will achieve employment within the NHS, or those who already have aspirations to develop their own business practice – perhaps in partnership with practitioners from other disciplines.

In addition the Faculty of Health portfolio of courses now includes degrees in Complementary Therapies such as Osteopathy and Acupuncture. Graduates in these disciplines participate in the ILP but traditionally establish their own business practices.

Project aim

- To embed enterprise education, using a blended learning approach, into the ILP for health care professionals within the Faculty of Health.

Project objectives

Because this project affects all of the health care professional courses within the Faculty and represents a major change of approach, approval has had to be gained through our Faculty Quality Assurance committees. This has now been achieved and therefore work on the project will begin in January 2011 for delivery in the academic year beginning in September 2011.

1. To identify levels of awareness of, and perceptions and attitudes towards, enterprise and enterprise education among the whole range of health care students by conducting cross-disciplinary focus groups. This process has two aims:
   - to act as a learning process in itself to increase awareness and understanding of the impact of business and enterprise in service delivery in health and social care
   - to develop learning resources and teaching methods in enterprise and intrapreneurialism specifically, but also in interprofessional learning generally, that would best meet the diverse needs of all students.
2. To develop a marketable package comprising case studies (predominantly problem-based learning (PBL) triggers) and other learning materials that will enable appropriate skills development. Teaching strategies will aim to embed the ALPS Centre for Excellence in Teaching and Learning common competency map regarding enterprise that has been developed with an interprofessional focus.
3. To disseminate these findings (and market the resources) to those who have an interest in teaching interprofessionalism to health care students, through staff development workshops, conference presentations and submitting articles to relevant publications.

Cath Sanderson & the ILP team

Outputs

The Social Enterprise Support Centre, a social enterprise sponsored by Bradford Metropolitan District Council , The European Regional Development Fund, Key Fund Yorkshire, Capacity Builders and Yorkshire Forward, has been commissioned to customise teaching materials and case studies based on existing workshops and training that they run, helping social enterprises to secure funding and develop sustainability.

Workshops already developed include:

- The Right to Request process
- Assessing social return on investment (SROI) as well as financial return so that a better case can be made for future funding
- Selling added value – how to quantify qualitative outcomes and outputs.

Impact and evaluation

- Learning outcomes in terms of the development of enterprise skills and competencies will be evaluated through the use of both formative tasks and subsequent feedback using self, peer and tutor evaluation methodologies, as appropriate, during the four one-day interprofessional learning workshops
- Additionally as the ILP is embedded within summative assessed modules, assessments will be audited to ensure they are fit for purpose in terms of their ability to evaluate relevant skills
- As one of the intended outcomes of the project is to change perceptions and attitudes towards enterprise and business in health and social care provision, these qualitative outcomes will be evaluated through further focus groups following implementation.

Sustainability and transferability

The main aims of the project are to develop reusable learning materials (PBL triggers, workshops and case studies) and evaluation tools, such as fit-for-purpose formative and summative assessments. When these aims have been achieved it is expected that further development and evolution of materials will occur during the natural year-on-year evaluation of strategic approaches to ensure that they remain fit for purpose. It is conceivable, for example, that further strategic policy developments at Government level within health and social care provision, and other external drivers that impact on the HE environment, will necessitate re-evaluation of the scope of ILPs and the need for enterprise education.

General conclusions

A potential very important outcome of this project is that present trends projected into the near future (e.g. up to 2015) would indicate that HE institutions that already have interprofessional learning and enterprise fully embedded in practitioner courses will have a marked advantage in student recruitment and retention.

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Cath Sanderson & the ILP team

Innovation North placement website

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J. Campbell, D. Folley, J. Pattinson & S. Paddock

Introduction

Work experience is a valuable experience for all students. It can be hard for students to find work experience and sometimes challenging for them to understand the job market. Students in the Innovation North Faculty at Leeds Metropolitan University (now part of the Faculty of Arts, Environment and Technology) have an opportunity to undertake a placement year between Level 5 and Level 6 and this is something we wish to encourage. Innovation North had a website which held the details of the work opportunities, but it was very dated, contained no images and was cumbersome to search.

The project was to create a new website for Innovation North students holding details of all work placements (short, long-term, voluntary, paid). The specification for the site included search facilities, providing information and publishing reflections from students who had undertaken work opportunities.

The website was developed by three former Innovation North students. It has been live since September 2009 at http://innplace.leedsmet.ac.uk/placement.

Project aims

- To create a website for Innovation North students to hold details of work experience placements
- To encourage students to undertake work experience by providing a useful and informative resource.

Outputs

The website went live at the start of September 2009. It was available to students for the start of their academic year. It can be viewed on: **http://innplace.leedsmet.ac.uk/placement.**

It is a closed system – you require a login to access the site.

Impact

The site went live in time to introduce the new Level 5 students to it as part of their placement process.

The administrative staff quickly learnt how to post jobs and add information with minimum support. The website was introduced to the whole Faculty and acts as a resource when examples of student experience or career history are required, for instance at open days. Employers who are interested in employing our students are directed to the site to give them a better idea of the students and the University.

Evaluation

A focus group consisting of students and staff was convened to provide feedback on the existing website. Typical comments were: "outdated", "difficult to navigate", "without any images it doesn't actually look like a website". The same group was asked to comment on the new website; the comments were all positive, and included: "much better:", "I'm interested in looking at it now" and "it's so much easier to find the jobs now!"

Additionally we monitored the use of the site using Google tools. We found that around Christmas 2009 a number of users were being denied access because of incorrect logins. The teams emailed all students with the login details and placed a link to the website on all Level 5 X-stream sites (the University's Virtual Learning Environment).

What next?

The website will continue to be promoted and used by the new Faculty of Arts, Environment and Technology (AET). Sally Paddock, Communications and Webmaster for the Faculty, offered to take over responsibility for the placement website and incorporate it in the AET website. This means the site will continue to be developed and promoted alongside the AET website.

General conclusions

The Innovation North placement website project was long overdue. A well designed, useful and marketable website that promoted and supported our students in undertaking work experience was vital, especially in a Faculty where the students are studying web development themselves. This website is easy to use and informative, and was designed and developed by students for students!

Understanding and improving transitions in education for enterprise

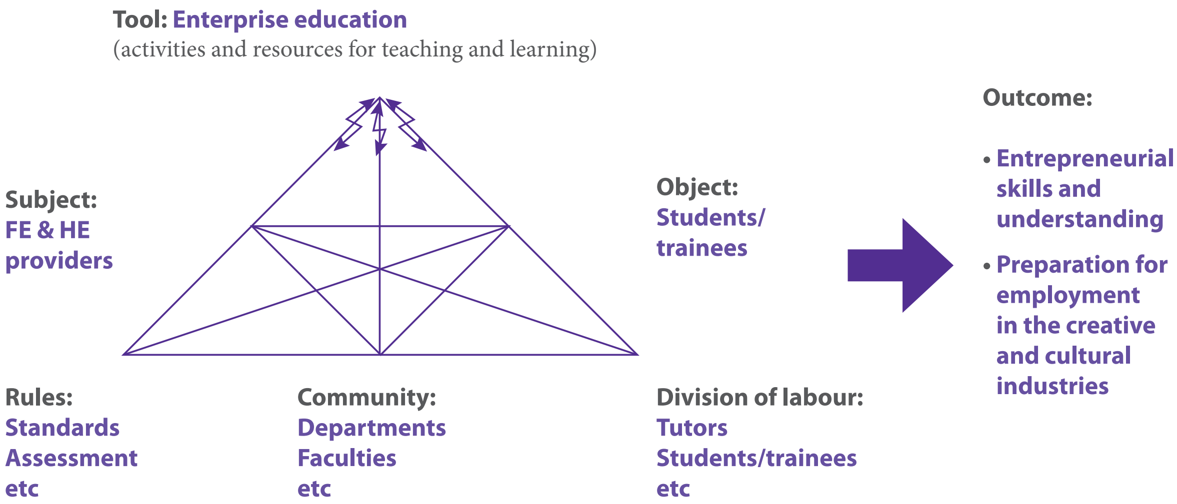
Tim Deignan

This chapter draws on a recent research project (Deignan, 2009a) which investigated the views of college and university staff on entrepreneurial skills development for arts and media students. The project was funded by the West Yorkshire Lifelong Learning Network (WYLLN), a partnership of universities, colleges and employers whose aim is to strengthen the performance of businesses and the regional economy through improved vocational and work-based progression of young people and adults into and through higher education. The study investigated activity in five institutions relating to entrepreneurial skills development, and focused on the views of enterprise education staff (N=32) in relation to that activity. The conceptual framework for the study used activity theory (Engeström, 1999), which treats teaching and learning as socially situated. Q methodology (Stephenson, 1935, 1953; Brown, 1980), a research method used to study people's subjectivity, was used to investigate the views of the participants in relation to enterprise education issues. Four different viewpoints were interpreted. The findings are discussed using sociocultural learning concepts (e.g. Engeström, 2000; Wenger, 1998; Lave and Wenger, 1991), with a particular focus on the significance of transitions.

Conceptual framework

Activity theory (e.g. Engeström, 1993), which was used to inform the conceptual framework for the study, is grounded in the notion that human beings use tools to work on an object, or 'problem space', in order to achieve a desired outcome. Engeström (2000, p. 964) states that "a collective activity system is driven by deeply communal motives. The motive is embedded in the object of the activity". Engeström (1999, p. 29) notes the central role of mediation in activity theory and cites Wartofsky's (1979, p. 205) view that "the artefact is to cultural evolution what the gene is to biological evolution". Using Engeström's triangle graphic to depict an activity system, further and higher education providers are shown in Figure 1 as a subject which uses enterprise education as an educational tool (or mediating artefact) to work on an object, here the students/trainees, with the intended outcome being the development of entrepreneurial skills and understanding, and preparation for employment in the creative and cultural industries. This object-oriented activity, in whichever institution it occurs, involves a community with rules and a division of labour among the various participants.

Figure 1: Object-oriented activity with contradictions, illustrated by lightning bolts, in the activity system (after Engeström, 2000)



The 'lightning bolts' in Figure 1 are significant in that they suggest potential 'contradictions' between enterprise education as a tool and the other elements of the system. Engeström (1999) emphasises the importance of analysing internal contradictions within an activity system. Kangasoja (2002, p. 200) describes such contradictions as "the driving force of development. They are manifest in the daily practices as breakdowns, tensions, ruptures and innovations. They call for reworking, both conceptually and very concretely, the objects and motives that sustain the activity, and for re-mediating the activity system by way of improving and inventing new tools". Engeström (1999, p. 32) describes how actions involve "failures, disruptions and unexpected innovations", and recommends analysing the entire activity system in order to "illuminate the underlying contradictions that give rise to those failures and innovations as if 'behind the backs' of the conscious actors". Engeström (1999, p. 20) argues for a multi-voiced theory of activity in which internal contradictions and debates are an essential focus of analysis.

Methodology

Consistent with this focus on multiple perspectives, Q methodology was chosen for the present study as it offers a theoretical basis for modelling the diversity of views on enterprise education found within the participating institutions. Brown (1980, p. 5) describes how "Q technique and its methodology … was designed to assist in the orderly examination of human subjectivity". Brown (1997, p. 14) outlines the purpose of Q as being "to enable the person to represent his or her vantage point... for inspection and comparison". Q methodology has been used increasingly in a wide range of subject areas, including education studies (e.g. Barker, 2008; Deignan, 2009b; La Paro et al, 2009). Q methodology refers to the use of Q-sorting, which is a data collection technique, and Q-factor analysis, a procedure for statistical analysis. Brown (1980, p. 6) notes that "the resultant factors point to... persons bearing family resemblances in terms of subjectively shared viewpoints".

Van Eeten (2001, pp. 395-396) notes that Q methodology can identify stakeholders' arguments without forcing a specific problem definition upon them: "Q-methodology is especially suited to the task of uncovering positions really held by participants in a debate rather than accepting decision-makers', analysts', or even the participants' predefined categories". Van Eeten (2001, p. 392) suggests further that "an in-depth analysis of the stakeholders' arguments and their relations, applying Q-methodology, can be used to come to an action-forcing reconception of a controversy".

Procedurally, in the research study reported here, participants represented their viewpoints by individually rank ordering (or 'Q-sorting') a set of statements (or 'Q-sample') along a seven-point scale from 'agree strongly' to 'disagree strongly'. McKeown & Thomas (1988, p. 17) emphasise the fact that, in Q methodology, "variables are the people performing the Q-sorts, not Q-sample statements". The Q-sample of 48 statements used in the study (see Appendix) was developed from a 'concourse' of diverse views drawn from a range of sources including the academic literature, 'grey' literature (i.e. material not published commercially, such as reports and conference proceedings), interviews, focus groups, and email communications with staff from a range of backgrounds with personal experience of enterprise education. Statements were selected for their relevance to the elements of the activity system shown in Figure 1. Below are some examples of the Q-sample items:

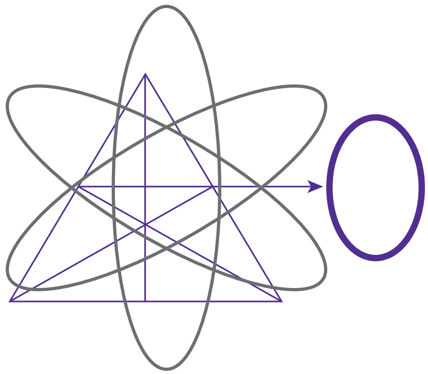
- Enterprise education is a vague concept
- The benefits of enterprise education are obvious
- Conventional teaching and learning methods are not suitable for entrepreneurial skills development
- A competency framework for entrepreneurial skills would really help to develop enterprise education for arts and media students
- Enterprise education can alienate arts and media students
- Entrepreneurs are born, not made.

After sorting the statements, participants were asked to comment on the statements with which they had most strongly agreed and disagreed. Using the participants' Q-sorts and their comments on the issues, possible contradictions between enterprise education as a tool and other elements of the activity system were identified. Using factor analysis, four viewpoints on the issues were interpreted. The findings are presented and discussed later in the chapter.

Activity and subjectivity

This blend of activity theory and Q methodology, investigating activity and subjectivity, is depicted in Figure 2. The triangle and oval shape represent an activity system and its object (expanded above in Figure 1), while the elliptical shapes around the triangle represent the subjectivity to be modelled in the communities of practice within the activity system (e.g. Deignan, 2005, 2006, 2008 & 2009a&b). Figure 2 therefore represents a heuristic, indicating that Q methodology can be used to investigate and illuminate multiple perspectives within an activity system. The understanding of subjectivity is particularly relevant to both activity theory and to the communities of practice literature. For example, Lave and Wenger (1991, p. 113) regard multiple viewpoints as a characteristic feature of participation in a community of practice. They describe how "objective forms and systems of activity, on the one hand, and agents' subjective and intersubjective understandings of them, on the other, mutually constitute both the world and its experienced forms" (1991, p. 51).

Figure 2: Activity and subjectivity



In a similar observation, emphasising the importance of making manifest the multi-voicedness inherent in a collectively constructed activity system, Engeström (2000, p. 305) acknowledges that a methodological approach for analysing the perspectives involved has hitherto been lacking. Roth et al (2004, pp. 51-52) suggest also that subjectivity is an important but overlooked feature of activity theory studies, and emphasise the importance of a better understanding of subjective realities in activity systems. The approach taken in the present study (see also Deignan, 2009b) uses Q methodology to address this gap by specifically exploring and modelling subjectivity within activity systems.

Findings

Following factor analysis of the Q-sort data, four distinct viewpoints were interpreted in relation to entrepreneurial skills development for arts and media students in college and university contexts. Key areas of difference between these four perspectives, based on the relative emphasis they placed on different issues, are headlined below. (For details, see Deignan, 2009a.)

Viewpoint 1	Just do it! Students need our help and encouragement
Viewpoint 2	Enterprise education has got to be inclusive, tailor-made, and strategically driven
Viewpoint 3	Authentic input helps, but there are no guaranteed outcomes
Viewpoint 4	Enterprise education benefits everyone, but it needs staff awareness and understanding

In terms of areas of consensus, all four of the interpreted perspectives saw enterprise education for arts and media students as an activity that is justifiable and beneficial in both college and university contexts. However, while there appeared to be broad support for enterprise education, there were also various caveats given by the participants in relation to the challenges of 'doing' enterprise education, with various factors cited as impacting on its efficacy. The data from the Q methodology study, when analysed using an activity theory framework, suggest that there are many potential 'contradictions' or tensions between enterprise education as a tool and other elements of the activity system in college or university contexts where it is introduced. Some of these potential tensions are highlighted in Figure 3.

These tensions are indicative only, as local practices will apply within specific activity systems, and in any given institutional context the elements will interact with each other in a way that reflects the unique dynamic nature of that individual system. Figure 3 is also limited in that it highlights only tensions between the tool and the other elements in the activity system. There will also be potential tensions within and between other elements of the activity system. Tensions may be found, for example, in the dynamic relationship between the community, the rules and the division of labour.

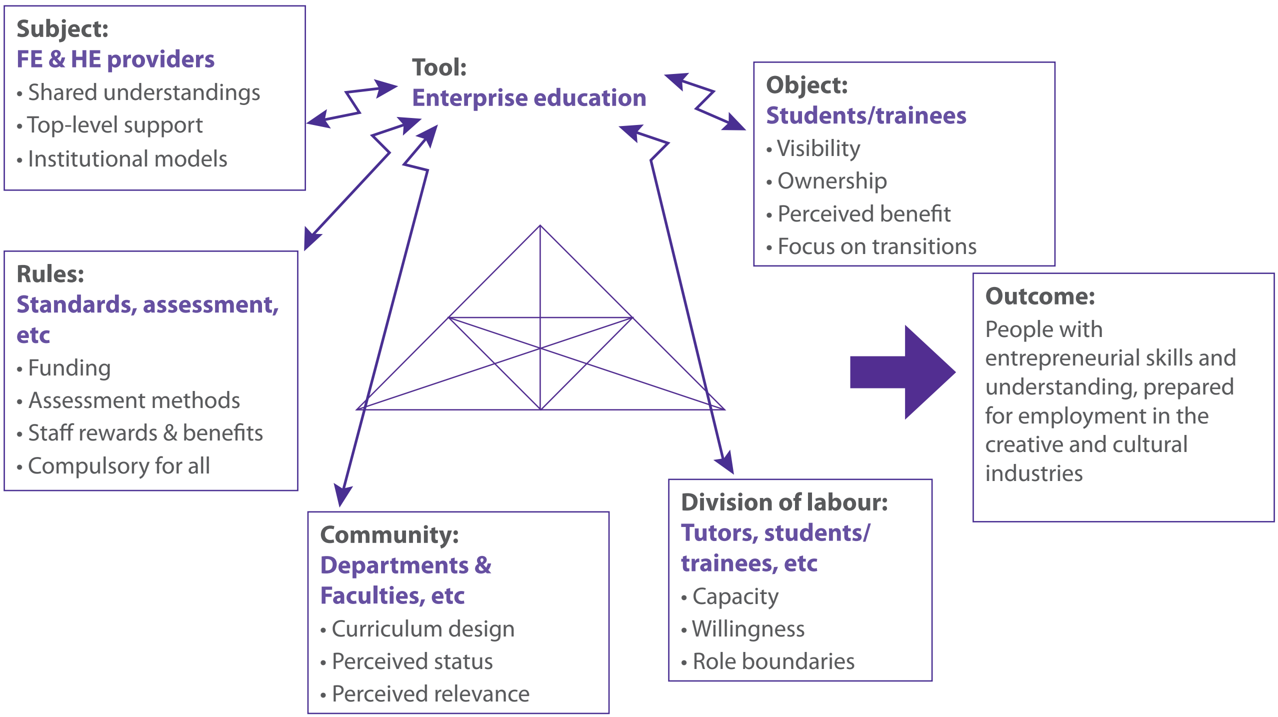
These areas of tension have implications for those responsible for implementing enterprise education initiatives in post-compulsory education and training. The issues listed in Figure 3 suggest key variables that are likely to impact on the success of enterprise education initiatives. In summary, the sorting of the statements by participants, together with the participants' comments as to why they ranked the statements in the way that they did, suggest that the following points are likely to impact on the levels of success achieved by enterprise education initiatives in any given college or university context.

First, as concepts, enterprise education and entrepreneurial skills development have different meanings for different stakeholders. Working collaboratively on shared understandings of collective needs should help to reduce the levels of tension and conflict experienced in the implementation of enterprise education initiatives. Such initiatives are also more likely to be successful if there is genuine top level support for them. Also in relation to management, the nature and quality of the institutional models adopted is likely to impact on the planning and implementation of initiatives across a college or university.

Consideration needs to be given to the extent to which enterprise education is to be made a compulsory part of the curriculum for students. Where there is an elective element, the visibility of the curriculum offer to students is important, as student uptake will be related to their awareness and perceptions of the offer. The perceived benefit of the curriculum offer will impact on student engagement. Students are more likely to engage in enterprise education if there is a sense of ownership on their part. This can be developed, for example, by consulting students in relation to curriculum design. A focus on transitions is an important aspect of this in preparing students for work in different contexts within the creative and cultural industries. Attention should also be given to assessment methods, as the nature of enterprise education in particular contexts may be better suited to some forms of assessment rather than others.

Encouraging staff engagement is also an issue, as the perceived relevance and perceived status of enterprise education are likely to impact on their participation and commitment to initiatives. Enterprise education and entrepreneurial skills development may be seen by some staff as peripheral to their core activity. The capacity of the institution to implement enterprise education will therefore depend in part on staff perceptions of their role boundaries and responsibilities. The institution may need to consider staff rewards and benefits in terms of how these might inhibit or promote the willingness of staff to engage with enterprise education. Finally, the funding available must be considered carefully as this will impact on an institution's capacity for engagement and sustainability in relation to enterprise education.

Figure 3: Potential tool-related tensions, illustrated by lightning bolts, in an activity system



Discussion: reframing the problem space

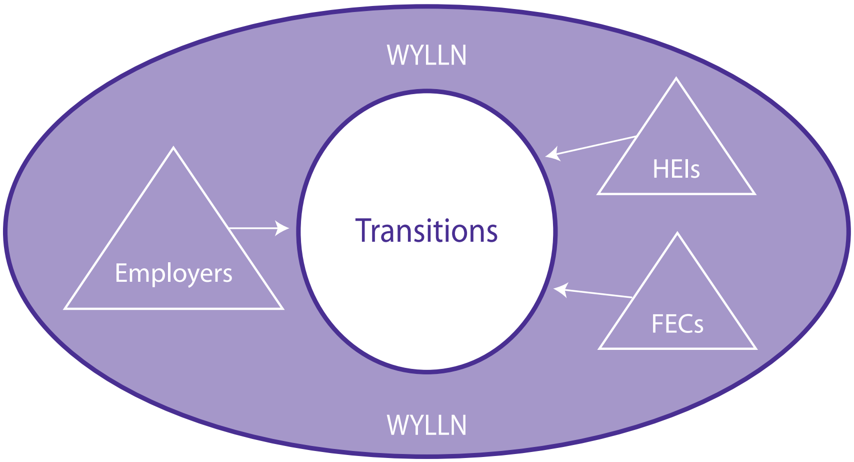
The findings are now considered with regard to theory and practice in enterprise education. Davydov (1995, p. 18) notes in relation to education that "much in practice depends on what theoretical positions teachers and scholars are able to take". The positions taken by educators are related to the tools available to them, and to the meanings these tools have in practice. Individual and collective practice in human activity includes what Wenger (1998, p. 58-59) describes as a process of 'reification' where "we create points of focus around which the negotiation of meaning becomes organized. … A certain understanding is given form." In relation to tool use, as Wenger (1998, p. 60) indicates, the "reification must be re-appropriated into a local process in order to become meaningful". Thus local practices emerge when staff and students participate, as tool-users, in their various communities of practice.

The process described by Wenger (1998, p. 59) where "aspects of human experience and practice are congealed into fixed forms", can be seen, for example, in the development of competence frameworks for entrepreneurial skills. However, in terms of the balance of participation and reification, it may be that too much focus on the development of transferable entrepreneurial skills may lead to not enough consideration being given to other factors that impact on the quality of teaching and learning in enterprise education. In terms of achieving an optimum balance, the findings of the study reported on in this chapter suggest that a greater focus on student transitions could prove fruitful. The importance of student transitions was a recurring theme in the participants' comments. Transitions are arguably a legitimate aspect of the object or 'problem space' in relation to enterprise education and entrepreneurial skills development. The importance of diversity in the learner's experience of enterprise and its effect on the success or otherwise of student transitions was also mentioned by participants.

The views of the study participants on the significance of transitions are supported by commentators in the literature. For example, Gibb (2005, p. 5), an academic adviser to the National Council for Graduate Entrepreneurship (NCGE), argues that "it is the capacity to get into the marketplace and adjust flexibly to what is learned there and in particular to customer needs, while thinking strategically, that is of paramount importance". This should involve more than skills; it should involve the individual learner or trainee getting to understand the lifeworld of entrepreneurs, including their values and relationships in the marketplace. Developing such understanding, and making the necessary adjustments while remaining flexible, is a challenge. Transitions, therefore, as a shared 'problem space', is an important issue that is arguably worthy of greater attention in research on education for enterprise.

Engeström (2001, p. 137) comments that "an expansive transformation is accomplished when the object and motive of the activity are reconceptualized to embrace a radically wider horizon of possibilities than in the previous mode of the activity". Accordingly, in Figure 4, the issue of 'transitions' is shown centre stage, as a proposed shared object or problem space, to be worked on in partnership by higher education institutions (HEIs), further education colleges (FECs), and employers within the West Yorkshire Lifelong Learning Network (WYLLN).

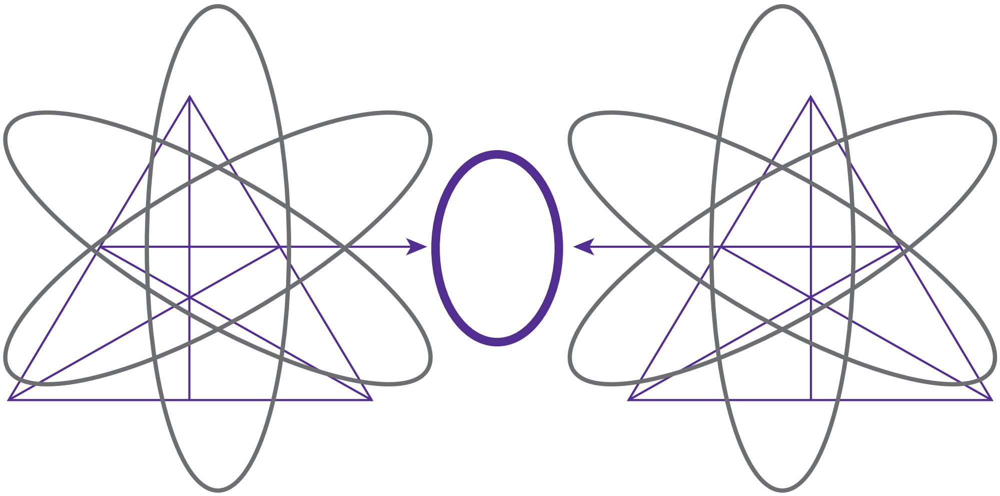
Figure 4: WYLLN members working in partnership on a shared object – understanding and improving transitions



With regard to desired outcomes, Nardi (1996, p. 7) emphasises that in their research, "activity theorists from the outset have addressed practical needs". To address the issue of student transitions, rather than focusing too heavily on the competence-based assessment of students' entrepreneurial skills, an alternative but complementary approach could be to develop the competence of the system itself to support individuals more effectively within and across sites of work and learning. This would involve, as in the study reported on here, systematically incorporating the study of subjectivity as found in the range of perspectives within communities of practice, so as to improve the development of tools and individuals within activity systems. An approach blending Q methodology and sociocultural theory could allow the system to know itself better and to adapt more effectively to the needs of those it is meant to serve.

From an activity theoretical perspective, Engeström (2004) argues for using, as a unit of analysis, at least two interacting activity systems in their network relations. Following Engeström, but combining activity theory with Q methodology, such a unit of analysis, represented graphically in Figure 5, can be thought of as a tool-making tool to investigate activity and subjectivity in different sites of work and learning. The negotiation of meaning in different contexts will inevitably be influenced by the subjectivity of the participants. Wherever there is activity and subjectivity, the tool-making tool may be deployed so that communities of practice may learn from the subjectivity in their systems and enhance the balance of participation and reification as it relates to tool production and transitions.

Figure 5: Interacting activity systems and associated subjectivities

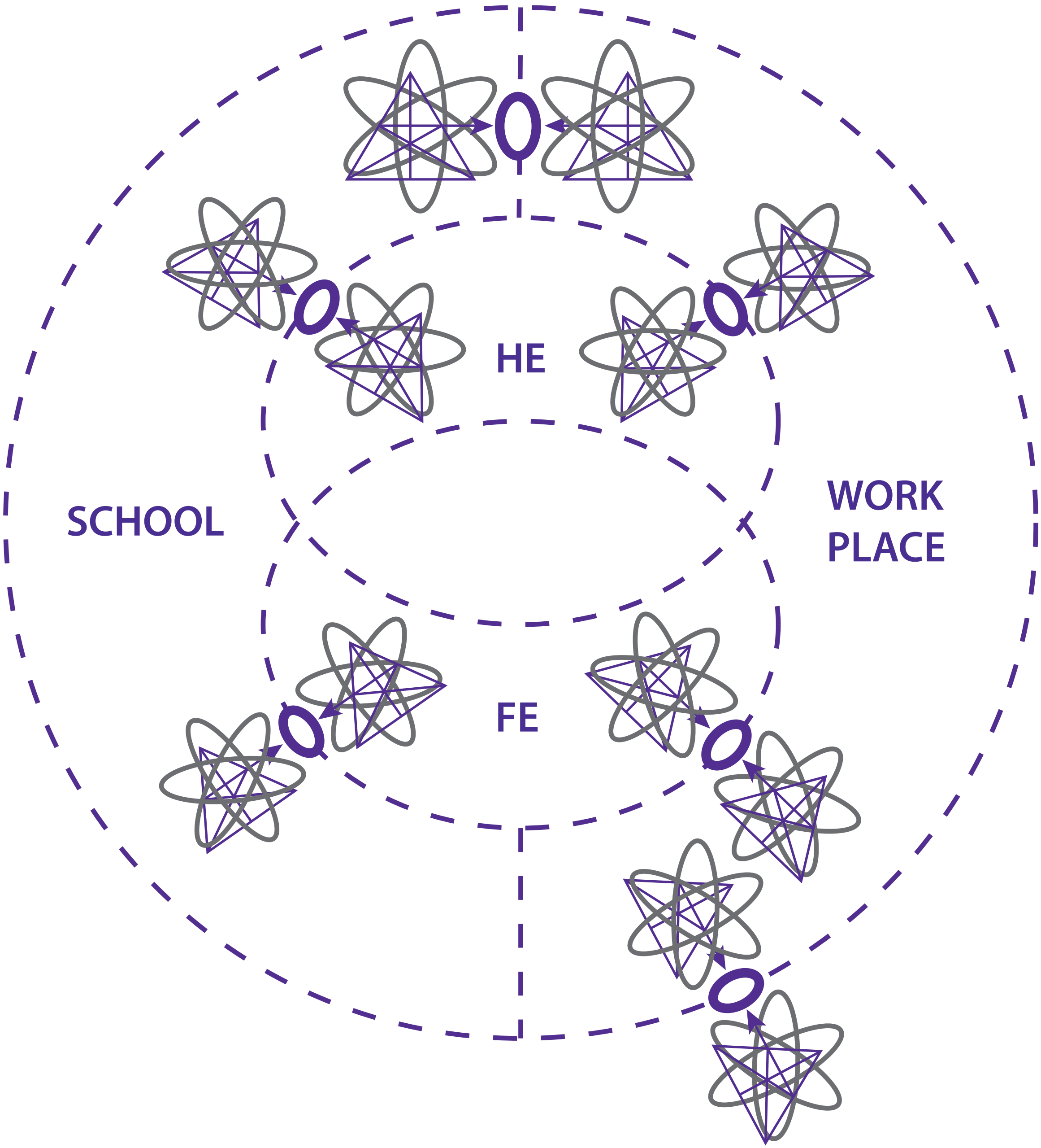


The approach, in terms of enterprise education, would include evaluating current tools in relation to supporting transitions and developing improved or new tools for use as mediating artefacts. The approach could be applied to a range of related contexts and issues in various sites of work and learning in the creative and cultural industries wherever enterprise education, including entrepreneurial skills development, is of interest. For example, entrepreneurs in different contexts may have quite different perceptions of the various tools which mediate their practice. Their views will be shaped by the different contexts in which they operate. Professionals working in galleries, artists' groups, performance and theatre companies, festivals, club spaces and music venues will have different insights, understandings, and values in relation to their particular contexts and in relation to what is required for newcomers to access and succeed in their particular sites of work and learning. A conceptual map of the landscape in relation to transitions across sites of work and learning is depicted in Figure 6.

This approach reframes the object as perceived by policy-makers and education providers in a way that privileges the notion of 'transferable people' rather than simply standards and competences for transferable entrepreneurial skills. To that end, activity theory when combined with Q methodology, and drawing on a sociocultural theory of learning, constitutes a complex tool which may be used to develop existing and new tools which will enhance the transfer and development of individuals within and across sites of work and learning. The aim therefore is the transfer of people, rather than simply the development of so-called transferable skills. This transferable people approach involves a particular focus on boundary-crossing (Beach, 2003; Deignan, 2006) and the relationship between interacting activity systems in terms of transition and development.

In relation to activity theory and the design of educational systems, Jenlink (2001, p. 350) argues that "the embodiment of participants' subjectivity is a critical element of the social change or transformation process", and that "stakeholder subjectivity is recognized as a primary tool in the generative process of creating an 'ideal' system" (2001, p.358). The approach proposed here would illuminate multiple perspectives on enterprise education, including entrepreneurial skills development, in the creative and cultural industries.

Figure 6: Tool-making tools applied in sites of work and learning (adapted from Deignan, 2006)



The proposed approach is consistent with Ozga's (2000, p. 128) belief that we can contribute to our understanding of education policy through "documentation and analysis of the 'voices' of the major 'actors' in the system", and that "complex realities can be modelled and applied in ways that may be widely understood" (2000, p. 81). The collectivity and subjectivity associated with such lived 'complex realities', illuminated by Q methodology, are central to activity theory and to communities of practice concepts. For example, Wenger (1998, p. 14) argues that "connecting the formation of collectivity and the experience of subjectivity ... highlights the inseparable duality of the social and the individual". Sociocultural analysis of such subjectivities, using Q methodology and applying activity theory and 'communities of practice' concepts, could lead to new models and understandings of activity, and the development of practice in enterprise education including new tools to support learner transitions into and within the creative and cultural industries.

Summary

Enterprise and entrepreneurial skills development are complex activities. This complexity needs to be acknowledged and respected by all interested parties, including policy-makers and practitioners. A holistic approach is required, so that the interconnectedness of the parts and the dynamic nature of the system are taken into account. The approach used in this study, combining sociocultural theory and Q methodology, offers a way to model and better understand the challenges that need to be addressed. As part of that process, a greater focus on student transitions and the development of transferable people could usefully reframe the debate and lead to significant improvements in education for enterprise.

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Appendix

Q-sample

The participants ranked the 48 statements along the following scale (see Deignan (2009a) for further details).

- 3	- 2	- 1	0	+ 1	+ 2	+ 3
Strongly disagree	Moderately disagree	Mildly disagree	Neutral	Mildly agree	Moderately agree	Strongly agree

Colleges and universities should develop an entrepreneurial spirit in their students. (1)

Post-compulsory education is becoming too commercialised. (2)

The education that colleges and universities provide should be for the social good, not for individual wealth creation. (3)

We don't need an agreed definition or theory of entrepreneurial skills development; we just need to get on with it. (4)

The curriculum for arts and media students in colleges and universities is not sufficiently influenced by the creative industries sector. (5)

Enough research has been done on entrepreneurial skills development. (6)

Arts and media students need enterprise education that is tailored to their specific target markets. (7)

Arts and media students do not have the entrepreneurial skills they need to survive in the real world. (8)

Students do not see what they create as a product for a market. (9)

Business-ready graduates with entrepreneurial skills are crucial to the competitiveness of the UK economy. (10)

We shouldn't encourage students to have unrealistic expectations about becoming entrepreneurs. (11)

Colleges and universities should focus on supporting disadvantaged students into self-employment. (12)

Most arts and media students are not driven by profit. (13)

Enterprise education helps students connect to the networks they need for going into business. (14)

Enterprise education is not a solution to the major issues of modern social life – it is part of the problem. (15)

Local business-support organisations should have more input on the design of the curriculum for arts and media students. (16)

Enterprise education is a vague concept. (17)

The benefits of enterprise education are obvious. (18)

Entrepreneurs are born, not made. (19)

Students need hands-on experience of how real-life micro- and small businesses in the cultural industries operate. (20)

Work placements for arts and media students often do not involve any meaningful learning in relation to enterprise education. (21)

A competency framework for entrepreneurial skills would really help to develop enterprise education for arts and media students. (22)

There is reliable long-term funding for enterprise education. (23)

Funding is readily available to help students realise their entrepreneurial ideas. (24)

Conventional teaching and learning methods are not suitable for entrepreneurial skills development. (25)

Careers advisers should play a bigger role in enterprise education. (26)

With arts and media students, we should prioritise the basics, such as their IT skills, not entrepreneurial skills. (27)

The institutional models and strategies needed for successful enterprise education are lacking in colleges and universities. (28)

We need better ways to help students navigate the transitions between college/university and work. (29)

We need a values-based approach to enterprise education where students shape their own meaning of entrepreneurship. (30)

Teaching generic skills for enterprise is not appropriate for students who are going into the creative industries. (31)

Colleges and universities need to make more visible the opportunities available for students to develop their entrepreneurial skills. (32)

Teaching staff who engage in entrepreneurship education should be additionally rewarded by their institutions. (33)

Students need exposure to entrepreneurs who have paid the price, faced the challenges, and endured the failures. (34)

Enterprise is a part of society so students should be taught how to get involved. (35)

The creative industries have particular needs that are not being met by the post-compulsory education and training sector. (36)

Enterprise education can alienate arts and media students. (37)

Enterprise education poses a threat to the identities of arts and media lecturers. (38)

There is a shortage of appropriate staff in colleges and universities who can teach enterprise education properly. (39)

For enterprise education to be successful in colleges and universities there needs to be top-level leadership, ownership, and encouragement. (40)

Subject lecturers in arts and media programmes should be expected to develop their students' entrepreneurial skills. (41)

Enterprise is not for everyone, so we should not impose it on everyone. (42)

After getting enterprise education and training, most students have the skills and knowledge they need to be successful entrepreneurs. (43)

Students should not be sheltered from the real world of business. (44)

Employers have a responsibility to train the workforce. (45)

Arts and media students need to understand their market value as creatives and how that relates to different areas of business. (46)

It is difficult to know how to embed enterprise effectively in the curriculum. (47)

Students are reluctant to engage in the enterprise education opportunities that are offered to them. (48)

Tim Deignan

Engaging students in ethical debates through a new pedagogical paradigm to ensure ethical practices in enterprise

Aftab Dean

Introduction

There has been much debate as to how to define ethics but a simple definition proposed by Gbadamosi (2004, p. 1145) is used throughout this research, which refers to ethics as "the rules and principles of right and wrong conduct". There is mounting evidence in the accountancy discipline (Kerr and Smith, 1995) that students believe that a lack of ethics damages the profession. This concern is also voiced among public relations practitioners who suffer from a declining reputation of shady spin-doctors (Marshall, 2002, p. 111).

The practice of business professionals over the last decade has exposed numerous examples of organisations lacking moral integrity, from the collapse of Enron and Arthur Andersen to the more recent global collapse of banks. McCabe et al (1991, p. 959) had long warned about the dangers of "American business's preoccupation with short-term bottom-line results" which, he claimed, would lead to a culture of being results-orientated and individuals willing to make compromises. Research by Pizzolatto and Bevill (1996) targets the blame at business schools for failing to convey the ethical responsibilities to their graduands. There is support for this view from Gbadamosi (2004, p. 1156) who advocates that: "The mission of a business school is to turn out professionally competent managers who have learned to consider problems from a general management perspective and who have acquired a high sense of moral and social responsibility their future position of power demands".

Therefore if business schools are to inspire noble virtues in their students there is a heightened need for a discussion (Duarte, 2008, p. 12) and inclusion of ethics in the curriculum of business degrees (Vallen and Casado, 2000; Crane, 2004; Sims and Felton, 2006; Karassavidou and Glaveli, 2006, p. 349). Peppas and Diskin (2000, p. 347) note that there has been heightened interest in teaching ethics to business students. This has partly arisen because of the rising concern about academic dishonesty (defined by Roing and DeTommaso (1995) as acts of cheating and plagiarism) among students in higher education (Davis et al, 1992; Maramark and Maline, 1993; Allen et al, 1998; Hooper, 2008; Broughton, 2008).

The challenge of teaching ethics and engaging students in ethical debates remains a pedagogical dilemma. The current approach is leading to a disengaged and demotivated student cohort, and if universities are to promote ethics in entrepreneurial ventures then we will need to adopt a more inclusive and engaging approach to enable students to nurture entrepreneurial attributes (see Gibb, 1993. p. 2; Garavan and O'Cinneide, 1994; Jack and Anderson, 1999, p. 119; and Gibb, 2005). This view was succinctly supported a decade ago by Cunningham (1999, p. 695) who advocated: "We will need to rethink our approach in the classroom moving sharply from the deductive end of the spectrum to a more inductive approach."

Consequently this research investigated the acceptance of a new pedagogical paradigm to engage and inspire students in ethical and entrepreneurial pursuits. The research findings revealed that a dynamic pedagogical delivery that is peppered with a Socratic style of questioning is very appealing to students. This approach allows students to critically evaluate their values in a business context, and the impact of their decision on society and the environment.

Project aims

This project aims to identify the ethical values of students and which of these values they have compromised during their studies at university. The results would provide a basis for understanding what motivates students to compromise their ethical values and whether a pedagogical solution to ensuring that ethical integrity is promoted in all modules can be developed.

Process

This research pursued a multi-method approach to collecting the data, whereby interviews were initially carried out with students to identify their ethical values and what behaviour they frowned upon at university, and how the university could promote ethical integrity in business. The findings from the interviews were translated into Likert scale items that were surveyed to a much larger group of university students. The sampling exceeded the necessary size to draw reliable and valid conclusions. To ensure that the results would be generalisable, students from two different universities were sampled. To complement the findings of the student survey, academics teaching ethics and entrepreneurship at 100 UK universities were sent an open-ended questionnaire to provide the researcher with an insight into entrepreneurial education and pedagogical delivery of ethics.

Outputs

I am currently working on a number of publications for this research. I have delivered a paper at the International Marketing in Higher Education conference in April, on engaging students through my new pedagogical model. The paper was awarded a special prize for its significant contribution to advancing our understanding of this field of study.

Impact

What was quite revealing, and some may say shocking, was that we found that business students in higher education had been involved in a number of unethical practices to ensure academic success during their studies at university. An unexpected benefit of this research was the discovery of a new pedagogical framework to engage students, not only to promote ethics but to also involve and inspire students in a lecture. The biggest challenge that this research faced was the initial low response rate to the open-ended email survey from academics who teach ethics. This was partly resolved by interviewing academics who have been extensively involved in ethics research.

Evaluation

To determine the acceptance of many of the findings of this research we will look to the acceptance of academic papers for journal publication as a measure of the success of this project. It is hoped that in the future academic modules will have an ethical skills matrix as part of the requirements of the learning outcomes.

What next?

There are a number of transferable learning outcomes from this project for any enterprise module. First, students need to be engaged in a dialogue about ethics to highlight the dangers of compromising values. Second, the pedagogical framework for engaging students in a lecture is applicable to any teaching scenario. Third, ethical considerations need to be assessed as part of any business assessment.

General conclusions

When I started this research journey I did not expect that the results would have such a profound effect on me. I have become aware of how little ethical education our students receive and how disengaged our digital generation students are with traditional pedagogical delivery through lectures. Consequently I have now made a conscious effort to include the assessment of ethical considerations in all business/marketing assessments and have committed myself to pursuing a dynamic and Socratic delivery of lectures to inspire and engage students. The feedback from students regarding this new style of pedagogical engagement has been very positive and I intend to continue to refine the approach to inspire students.

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Developing enterprise skills in students: problem-based learning and a student-led course conference

Sue Smith

Introduction

Enterprise education includes the development of skills such as innovation within a subject area, creative thinking, project management and delivery skills and ideas generation. There is clear overlap between the definitions and scope of enterprise and employability skills (Higher Education Academy, 2006). Skills such as problem-solving, initiative, creativity, flexibility and a 'can do' attitude can enhance an individual's employability as well as contributing to their potential for more entrepreneurial approaches to their future lives, learning and careers (NESTA, 2008). Indeed, enterprising individuals tend to exhibit particular sets of behaviours, attributes and skills that have value beyond the traditional narrow view of business entrepreneurship (Gibb, 2005).

Enterprise skills within the health field can also be applied by students in their future business start-ups, community projects, social enterprise and intrapreneurship or innovation within their future health or social care employment, but are equally applicable in a new graduate's daily working life.

This case study explores how a problem-based learning (PBL) approach used for core course learning can be used to support, complement and develop students' enterprise skills during the planning of a course conference for students in the health professions. Enterprise learning simply means that to a greater degree students use initiative, resourcefulness and other problem-solving skills in the way they learn. PBL can be regarded as a valuable pedagogic approach to help the students develop enterprise skills.

After outlining the rationale for using PBL and how it dovetails with embedding enterprise education for employability (Higher Education Academy, 2006; Yorke & Knight, 2004), the case study describes how engaging students in the planning and organisation of an academic conference achieves the learning outcomes and objectives of the module and capitalises on developing their broader enterprise skills.

The evaluation of this activity suggests that the introduction of this student-led conference was a success, with students benefiting from an applied, dynamic learning experience which supported the skills essential for future employability such as time management, team working, communication skills, creativity, problem-solving and a 'can do' attitude. These skills are important for health and social care graduates who may go on to work in the NHS or for local councils and care providers. These broader skills can also complement purer 'entrepreneurial' skills for graduates who may become self-employed or work in smaller organisations.

Enterprising students can generate enterprise skills through activities such as event management (like this one) and this can contribute to skills which enhance their employability on graduation and in the longer term. The model of student-led course conferences has now been adopted, modified and developed by other Faculties as a useful way of developing enterprise skills in students.

Background

Currently, global and UK society is facing profound and social structural changes. Globalisation, the rise of emerging economies and societal challenges such as environmental sustainability and an ageing UK population, necessitate innovative responses not only to deal with the challenges but to create opportunities from them (Department for Innovation, Universities and Skills, 2008). Public sector jobs and professions are changing too. Health and social care sectors, so long part of institutional monolithic culture, are adapting to a more creative culture, and staff need to address more flexible ways of thinking and working (Department of Health, 2008). There are now opportunities for individuals working in the NHS to link into the social enterprise agenda and develop leadership and communication skills (via the NHS Leadership Qualities framework). *Agenda for Change* (Department of Health, 2004) resulted in NHS staff having to design new ways of working and establish and re-evaluate extended roles while learning to work more flexibly. Preparing pre-qualification students for skills to cope with working in this kind of changing context is essential.

In the health and social care setting, physiotherapists (PTs) and occupational therapists (OTs) are better equipped to cope if they can use skills such as resource management, creativity, independence and self-motivation. These overt entrepreneurial or intrapreneurial skills equip students not only with better prospects for employability but also skills for their future lifelong learning (NESTA, 2008).

Sue Smith

Currently, the economic downturn and increasing freezing of vacancies in the NHS has led to a reduction in graduate confidence and to employers becoming more choosy in their potential employee selection as competition for jobs increases. Graduates now have to be more proactive and flexible in their career choices or choice to be self-employed. Undoubtedly, some graduates (not just in health but in all subject areas) still plan to take time out before embarking on full employment by travelling or returning to study, and it appears clear that employers will not penalise an individual for doing so if the skills and experiences they learn during a gap period have made them a better prospect (AGR, 2008).

At the time the student-led conference began in 2007, the employment position in the NHS for newly qualified physiotherapy and occupational therapy graduates was poor owing to financial restraints and a national post-freezing policy (Chartered Society of Physiotherapy, 2007). Since 2007, the situation has slightly improved for new graduates entering the health professions, but health and social care graduates still need to be flexible in their job choices, optimise their chances of getting an interview and improve their employability skills to be attractive to employers (Hogarth et al, 2006).

The courses and the learning approach: how they enhance enterprise

Learning based on the progressive traditions of education – for example, ownership, individual experience, reflection and co-operation – offers students the most opportunities for using initiative, problem-solving, flexibility, negotiation and other enterprising skills. It appears that students who are engaged in enterprising activities such as authentic problem-solving and dynamic real-life activities and undertake a more applied and relevant curriculum and are more satisfied with their learning experience. (Kearney, 2003).

Both the OT and PT Pre-Registration Masters courses at Leeds Metropolitan University adopt problem-based learning as their educational approach. The PBL approach is known to foster curiosity, improved time management, self-esteem and improved collaborative and partnership skills (Roderick and Carusetta, 2006). Indeed, Barrows (1986) has addressed PBL's virtues as a broad learning approach to develop effective reasoning and self-direction, benefit lifelong learning, impact on motivation and help students deal with doubt and uncertainty. There is a natural synergy between this and developing enterprise skills in students. For initiative, resourcefulness, planning, problem-solving and resilience are empowering and as Kearney (2003) notes:

> *"Whether we call these things enterprise or key competencies, personal qualities or life skills – their development is important."*

PBL is a useful pedagogic approach to help support the learning of enterprise skills in students. The PBL approach nurtures enterprising attributes almost as a by-product of learning because enterprise attributes are better learnt when constantly practised in a range of different contexts over time.

The MSc Physiotherapy and MSc Occupational Therapy (Pre-Registration) courses were developed in 2005. These courses were innovative in that they were fast-track professional courses utilising PBL as their core learning approach. They were the first in the Faculty of Health at Leeds Metropolitan University to do so. There is a large element of skill sharing, shared teaching and partnership across both courses, and enterprise as a curricular concept was included in the process of the courses' development and philosophy. The key locus of the students' learning is skill sharing within a small group to ensure that a clear solution to a problem is achieved within an identified time frame. The group members with a facilitator have to learn how to rely on each other, optimise their skills and be organised to communicate effectively to achieve the deadline (Azer, 2005).

Duch, Groh & Allen (2001) have illustrated this clearly by exploring how PBL uses "complex, real-world problems... to motivate students to identify and research the concepts and principles they need to know to work through those problems."

The module, the conference and the process

Contributing to Professional Knowledge is a module worth 60 M-level credit points. This module is the fundamental research and critical analysis thread of both the MSc Physiotherapy and Occupational Therapy (Pre-Registration) courses, embedding a sense of inquiry, evidence-based practice and realism into the students' learning experience. It is in this module that the course conference is embedded as a culmination and final celebration of the students' dissertation research, analysis and inquiry work. The module starts on day one of both the courses and ends at the conference on the last day two years later. The module assessment is by means of the student's Masters-level dissertation but the module's content and learning outcomes also encompass research skills, ethical enquiry, the value of evidence-based practice and disseminating research in the practice setting. The students' dissertations creatively explore existing health practice and students are asked to suggest innovative ways for practice change. The skills of 'being enterprising' are at the centre of this approach, the students develop the art of working within an organisation (e.g. the NHS) to effect change and develop new ideas, procedures or products by innovating practice, thus enhancing the 'business' and activity of the organisation.

A component of the summative assessment of the module involves each student participating in the co-ordination of the conference process. The conference is generated, planned, organised, executed and evaluated by the students. For example, students submit their dissertations for peer review, invite keynote speakers and have key roles in the organising committee and in the event management on the day. Tutors facilitate the process and manage any conflict if needed. 'Running a successful conference' is the 'problem' that the students have to 'solve'. The time-limited output equates to the successful execution of the conference and its evaluation.

In the first year the course conference planning team used development funds from the Institute for Enterprise to pump-prime the new conference as no Faculty of Health funding was available. In 2009 and 2010, as the model has gathered strength and the process has become more refined the Faculty of Health value the event so much that they now fund it and it is one of their key showcase events. Course leaders from other Faculties have attended so that they can observe the event and understand the philosophy in order to roll out the same system into other parts of the University.

The conference takes place in January and the conference organising committee is formed about seven months previously from student volunteers. They take responsibility for organising planning meetings, liaising with porters, catering staff, compiling the guest list and planning the programme and the format of the event. As well as organising the conference, the students also present their projects, showcase work they have completed, present reflections on their international placements and organise workshops to disseminate their Masters research work. The conference's main focus underpins the module learning outcomes, which focus specifically on innovation to change health practice, innovation in service delivery and using research to underpin decisions for change. Presentations and posters have been diverse and innovative. For example, topics have included new ideas about treating rock climbing injuries, insights into binge drinking and evidence-based strategies for dealing with the homeless. Students used creative methodologies to refine ideas about rehabilitation, health care and the wider society. The conferences are attended by other students, health practitioners, managers and University staff.

Early in the MSc Physiotherapy and Occupational Therapy (Pre-Registration) courses, students spend time discussing issues relating to the conference and event planning with structured meetings and 'conversations' in the form of a problem-based learning scenarios and reflection facilitated by a tutor. The process, organisation and reflection of the student meetings are conducted using the same format as the weekly PBL tutorials. The aim is for the students to equate the event management with a learning process and not just a stand-alone, detached activity.

The students are first presented with a problem (trigger) which asks them to co-ordinate the conference. Students discuss their initial reactions, explore what they know already about the issue from their own previous experience and/or learning, and then look for possible solutions in their group by using current knowledge, further investigation and action.

The same initial problem (trigger) is revisited by the students after the conference to allow them to reflect, using a standard theoretical reflective framework (Gibbs, 1988; Johns, 2000), on how their group and peers worked on the trigger and their analysis of the situation in retrospect. The students are able to reflect on their 'pure' enterprising skills (e.g. their planning, creativity, idea generation, risk taking) alongside their professional and team-working skills.

The consideration of professional behaviours is emphasised and university-based work on professionally accredited courses should underpin the values that need to be embedded for effective work in the real practice setting. Therefore, emphasis is placed by the tutors on the setting of ground rules and the overt, structured, active analysis of four types of professional behaviour – respect, communication, responsibility and self-awareness – and how these can be enhanced through peer interaction.

Examples of how individuals and working groups acted during the planning and execution of the conference are used to illustrate this. For example, students who were not on the planning committee were requested by the committee to submit their dissertation abstracts for the programme by a deadline. Many students did not do this. These students were then asked to reflect on their reasons for not submitting and asked to empathise with the position of the conference planning committee who were frustrated at their peers' seemingly uninterested attitude and diluted commitment to the event. Likewise, the students on the planning team were also asked to reflect on proactive strategies that could have enhanced student engagement with this process.

Evaluation

Students' enterprise skills such as resource management, communication, creativity and vision are evaluated via focus groups and as part of the module evaluation. Students discussed their project management skill development, team-working skills, how participating in the student conference contributed to developing their enterprising skills, and whether their current behaviour and thinking have been influenced.

The students who participated in the organising committee then participated in another focus group. These students reported high levels of confidence both during the planning phase and immediately after the conference, explained the value of being able to plan a conference and include it in their CV, and described enhanced coping skills gained from having to deal with the different agencies who contributed to the event.

All students undertaking the module and participating in the conference reported improved communication skills, empathy skills and understanding of how to work effectively in groups. Both the student planners and the student participants felt that the PBL approach used throughout the course and relating to this specific conference was a learning approach that naturally supported the development of enterprise skills.

Future developments

An audit by the Leeds Met Employability Office in December 2008 revealed gaps in the provision of employability skills for students within course structure and content. Despite some excellent examples of embedded employability and enterprise skills in courses, key areas for improvement were noted. Overt articulation and visibility of "hidden skills in course documents, mapped skills at the time of new course approvals, named staff to track issues and a consistent pan-University approach to PDP and work experience" were identified as crucial for producing graduates who are fit for purpose for the wider world of work.

Whether graduates move into creative jobs, into the public or private sectors, become self-employed or volunteers, the fostering of generic enterprise and entrepreneurial skills are vital in these changing times. There is plenty for Leeds Met to do to catalyse this for its graduates.

Staff in the Faculty of Health have continued to work closely with the Institute for Enterprise to further develop enterprise skills in their students through embedded curricular change. The Institute, at cross-Faculty level, has also sought to develop events in Faculty curricula which can help students to grow their enterprising skills.

This activity supports one of the key recommendations proposed in the NESTA (2008) report which identifies the role of the academic tutor as an important vehicle for dissemination. This report, on entrepreneurial and enterprise education in higher education, also emphasises the need for universities to encourage students to experiment, discover new ways of thinking and participate in curricular challenges which provide opportunities for teamwork, in order to develop the enterprising capabilities so valuable to health care and wider society today.

Conclusion

This student-run conference gets bigger and better. The venue is larger, there are more guests, a new academic team is running the programme but still use the PBL approach, and student plans include changing the structure of the conference programme and opening it up to more external colleagues and partners.

Giving students the opportunity to engage in this way contextualises the theory and consolidates the learning approach of PBL by adding an extra dimension to learning. This, in itself, can provide a trigger for innovative ideas

In this context, Leeds Met can be a key agent in developing innovative and employable individuals through enterprise education. The student-led conference is just one example of many activities through which enterprise skills can be contextualised in their real-life studies and linked to the enterprising skills required to support their students' lifelong learning, career development and chances of employment.

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Nurturing enterprise in work-based learning

Laura Taylor

To be enterprising, as a personal trait, has been listed in our admissions requirements for some time now on the Foundation Degree (FdA) Film and Television Production at Leeds Metropolitan University. It has been defined as the notion of targeting a goal, and using one's personal skills and talent to achieve it. Nicky Ball, Crew & Freelance Development Manager at Screen Yorkshire, recognises that "the recent graduates who succeed the most are those who have gone out and found work experience not only through their course but off their own backs" (personal communication, 10 December 2009). Work-based learning (WBL) on the course is seen as a natural place to nurture enterprise.

The Foundation Degree in Film and Television Production sits within the Northern Film School at Leeds Metropolitan University.

The course has a widening participation remit and traditionally recruits a diverse set of students. It was originally a stand-alone CertHE run by West Yorkshire Media Services (Hall Place Studios). Many of the original objectives are still maintained today from within its home at the Northern Film School such as:

> *"An awareness of [students'] personal creativity or individual 'voice' and its application within the context of simulated industrial practice and pressure."*
> (HEFCE, 1996)

Placing a Foundation Degree within a Film School, thus creating a place for widening participation and diversity, is innovative and has many benefits, such as enabling FdA, BA and MA students to work together, share good practice and develop knowledge and skills through social interaction. The Northern Film School also has a long history of industry partnerships and this is of great benefit to the Work-Based Learning module within the FdA.

Work-based learning is a fundamental part of the Foundation Degree ethos:

> *"Authentic and innovative work-based learning is an integral part of Foundation degrees and their design. It enables learners to take on appropriate role(s) within the workplace, giving them the opportunity to learn and apply the skills and knowledge they have acquired as an integrated element of the programme. It involves the development of higher-level learning within both the institution and the workplace. It should be a two-way process, where the learning in one environment is applied in the other."*
> Foundation Degree Qualification Benchmark (QAA, 2004)

There has been a lot of debate as to what constitutes WBL, how it should be assessed and what should it look like.

> *"Learning in the workplace can refer to a variety of different forms of learning, which may or may not be formally structured, some of which take place spontaneously through the social interactions of the workplace."*
> (Evans et al, 2006, quoted by Longhurst, 2009)

On the FdA Film and Television Production course, WBL breaks down into four categories and during the Autumn term 2009 students were brought together and asked about their expectations and aspirations regarding WBL. Feedback from more than 100 students was found to be overwhelmingly positive; this and contact with recent alumni during 2009 forms the basis of the following case studies.

Laura Taylor

1. The big broadcasters

Emmerdale – ITV Yorkshire Partnership

Until 2008 the FdA had a large placement scheme with ITV Yorkshire. Every year a number of placements were ringfenced for our students at *Emmerdale*, a popular ITV soap opera. There were roles for students within all departments including sound, art department and camera crew. As a result of this partnership we have a number of former students who now work full-time on *Emmerdale* as well as a few who are employed on a freelance basis.

Adam Sales, a 2006 graduate, is currently 2nd Assistant Director on *Emmerdale*, having gained full-time work with ITV Yorkshire after working there for a Level 2 WBL placement. He said:

> *"I consider moving to Leeds for that course one of the best moves I've ever made."*
> (Personal communication, 13 March 2008)

WBL placements like this are seen as by far the best type by our current Film and TV students as they are a direct route into gaining the contact and experience that they want. They are the most obvious choice of placement, and the results in terms of getting work after graduating are clear to see. Former student Luke Selway, who graduated in 2006, is now a freelance Camera Assistant, currently working as a Central Loader on features. He got his first placement on *A Touch of Frost* while in the first year of the FdA. Through this placement he made contacts which enabled him to take on more WBL during the Summer between his first and second year, followed by further WBL during his second year. After graduating from the FdA he continued as a camera trainee on *Brideshead Revisited*, then *Harry Potter 6*, then stepped up to the role of central loader, did the UK shoot of Tim Burton's *Alice in Wonderland*, then worked on Guy Ritchie's *Sherlock Holmes*, and most recently on *Robin Hood*, a Ridley Scott movie (personal communication, 2 April 2009).

Inevitably there are downsides to these types of placement; often they do not live up to expectations. The nature and hierarchical system of film-making and the difficulties inherent in allowing students to use specialist equipment on set may mean that students feel sidelined. Although at the time students feel that this is a negative experience, it is actually a good indication of the entry level tasks that one should expect within the industry and often helps students manage their expectations of life after university, enabling them to map out future plans and aspirations more realistically.

These types of traditional placements can be extremely rewarding. There is a history of excellent broadcast placements on the FdA Film and Television Production course from independent film-making in New York to a visit to the set of *Desperate Housewives* and work on the set of *Quantum of Solace*. Students have gained these placements by using their initiative. The opportunity on *Desperate Housewives* was gained when the student wrote down the name of the producer from the credits, 'Googled' him and emailed him directly. We see this as enterprising and would always encourage students to approach their work creatively; provided there has been an element of research and preparation, we see no problems with targeting potential employers in this way.

2. NHS project

A simulation of corporate film-making

'Client briefs' have been an integral part of WBL on the FdA Film and Television Production course for as long as it has been running. They are defined as stand-alone projects that are run by University staff in collaboration with the organisation that has instigated the project. In the past students have worked very successfully with a number of clients such as the NHS, BBC Big Screen Leeds, and LUTV. These types of projects have mixed benefits. The downside is that there is rarely direct contact with television and film professionals, which is seen as one of the major reasons for choosing to undertake WBL; there are therefore many benefits in emulating the workplace from within the supportive environment of the University.

According to current students the opportunity to build a show reel, the video equivalent of an artist's portfolio, while on the course is the second most important reason for choosing the FdA Film and Television Production route. Client brief projects look excellent on the show reel as they often document that students are performing highly responsible and complex roles in areas such as budget management, hiring of crews, organising shoots and risk assessments. There is also the benefit of the client–student relationship, which differentiates this project from a typical in-house exercise or production.

> *"My course really set me up for working on a film set and I recommend it to everyone who asks as it's so practical and in this industry with so much competition it is better to be able to (for instance) set up and use a camera rather than write an essay about doing it."*
> Kayleigh Cruickshank, 2006 graduate
> (Personal communication, 21 September 2009)

Independence with large and often complex projects means that students are given a huge amount of responsibility within a tight delivery period, which usually cannot be extended; these real-world deadlines seem to have a positive impact on the projects. Students feel empowered and trusted to deliver: this is further discussed in the Festival Republic case study below.

One example of this type of project ran during 2006-07 with FdA Level 2 students for the Geoffrey Giles Theatres at St James's Hospital in Leeds. We were approached by a member of staff to make a film for children to ease their fears about going into theatre for operations. The client felt that students would have a fresh and interesting take on the project. After a series of meetings between NHS and University staff, details of the project were released and students were asked to pitch their ideas. This project was particularly interesting for budding directors and producers on the course as it offered plenty of creative input, as well as an opportunity to work for a well-known establishment. The project offered great flexibility to the students and the client was open to a process where students could be very creative.

A core team of six was chosen for the project, who met hospital staff regularly to discuss their ideas for the film. Pre-production mirrored industry practice and students where asked to submit their ideas to senior members of the NHS Trust. Although one member of staff was a point of contact, students were aware that they had to receive feedback from members of the team within the NHS. They were also mentored by a professional director who was able to support and guide them while they were on location; this helped ensure good practice, and that students were emulating what would happen on a professional shoot. This is a particularly important element to consider: it is essential to learn good practice and not build on bad habits – this is where the role of the 'industry savvy' supervisor becomes paramount.

The students worked extremely hard in post-production, which was perhaps the most testing period of the project; student and client expectations of what the project would look like were high and there were many changes made to the film right up to the deadline. This really pushed the students and helped raised their awareness of how much a client expects from a project and how much work goes into a project of this size. It was delivered and there was a public screening; the students had a solid piece of work that they could take away and show prospective employers. The film is now used on the intranet at the hospital as a resource. The students exceeded the expectations of the NHS staff; raising the profile of the courses within the local business community is really important and we have since had more requests to complete projects with the NHS in the future.

3. Festival Republic partnership

The University currently has a partnership with Festival Republic, which provides exciting opportunities for students, staff and alumni to "develop experience and skills in a festival setting, to contribute significantly to the work of Festival Republic and to enhance research in festivals and creative performance" (Kill & Bonser, 2009). Festival Republic employs approximately 30,000 people in the festival season and runs Leeds and Reading Festivals (approximately 150,000 people attending over the two sites), Glastonbury Festival (177,500 people), Latitude Festival (30,000), and a number of smaller festivals (Kill & Bonser, 2009).

During the 2009 festival season over 200 students, staff and alumni had a behind-the-scenes experience at Latitude and Leeds Festivals. They were involved in stage management, filming, performing arts, playwork, running campsite DJ stations and helping festival-goers. Internships in artist liaison, sound, lighting, press and PR, and environment and sustainability also enabled students to put their learning into practice and gain an in-depth insight into the running of a major festival.

For the past two years FdA students have been undertaking WBL at the festivals, working with Festival Republic, Leeds Met, BBC Introducing and Raw Talent. They have been making films at the festival, including performances on the Lake Stage at Latitude and the BBC Introducing stage at Leeds. Ten students work with the film crew and some of them are able to use this work as credit for the WBL module. Over the three days of the festival they create three 90-second films that are streamed on the Leeds Met website and given to Festival Republic and BBC Introducing to use for their own publicity.

Liane O'Toole, a second-year FdA student, said:

> *"I really enjoyed working [at the] Latitude festival as part of the film crew for WBL. It was a professional brief that we had to meet. The pace was fast and hectic and it was everything and more than I could have wanted from WBL.*
>
> *WBL is very important to me as getting as much experience as possible is integral to success in this industry. I managed to successfully network with industry professionals and work alongside the stage crew and spoke to artists' managers and bands. It was an invaluable experience and it gave me a real taste for the industry and I can't wait to enter it when I complete my course."*
> (Personal communication, 8 December 2009)

"Loads of responsibility and support": a personal blog written at Latitude Festival July 2009

> *It's the end of the first full day of filming and the festival is in full swing. Lots of planning has paid off and the film crew are on form; when interviewing Post War Years – hot from their set on the Lake Stage – the band commented on how professional our Leeds Met students were. Brilliant. This is something that has been mentioned many times before in relation to the Festival Republic partnership; something that makes this project interesting for me as a Work Based Learning advocate.*
>
> *Students on the Lake Stage are being managed by the wonderful Kev, who has a stage to run, but is happy to give loads of responsibility and support to our stage crew volunteers. He threw them in at the deep end this morning and they're coping well. This theme continues with our film students who are producing an official Electronic Press Kit, which is a promotional video, for Festival Republic. There's such a sense of trust and respect for our students, a real belief that they will deliver within their various roles. We're all working very hard and the learning curve is sometimes steep, but the rewards are clear to see.*
>
> *This project has the best of both worlds as we are able to mentor our students from within the supportive environment of the University but students have to work alongside and deliver to BBC and Festival Republic so it is an excellent chance to make contacts and impress potential employers during a very high profile and intense project. Indeed one of our students who worked on the project in the first year went on to work for a freelance lighting camera op the following year in a paid position. It is these enterprising students that often get into industry.*
> (Taylor, 2009)

4. Community projects: related industries

Within the local business community there are many companies that students have often not considered as WBL providers. Although often overlooked, many jobs in community arts have great potential to draw on skills developed on the course and many skills learnt could be transferred or are desirable to employers within broadcast media, to which most students look as their final career destination.

During the first semester in 2008, as part of their credit for WBL students took part in 'The Musicathon' run by Heads Together, a community arts company based in Huddersfield. Heads Together have run a community radio station in East Leeds for six years called East Leeds FM or ELFM. The Musicathon was a 48-hour charity event in which over 250 musicians and singers performed continuously at Seacroft Methodist Chapel. Heads Together approached the course for some volunteer students to support the project. These students were all placed in direct contact with the public, volunteers and equipment. They were entrusted with many high profile roles, including controlling the desk in the main studio, organising musicians and supporting the main engineer recording live music.

Undertaking projects like this is worthwhile because it is real-world experience and enables the development of many transferable skills. Many students come onto Film and Television courses hoping to be directors in film. This project not only broadens knowledge of what kind of jobs are out there for students with film and television skills, it also enables students to realise that they may be more interested in job opportunities in related areas than in actual broadcast television and film roles. Also, recording techniques and equipment used on projects like ELFM are often the same as those used in broadcast media.

Adrian at ELFM said:

> *"It's great having students involved in placements – like when we did the 24-hour Musicathon in Seacroft Chapel. You can see them starting to make sense of the skills they have developed at college in a real-world situation. At the same time they start realising that there are many other areas that they need to develop to be able to work in a community setting such as our East Leeds FM station: for example effective communication skills; time management; how to work alongside people with differing skills, abilities, ages and cultures."*
> (Personal communication, 9 December 2009)

During this project students were able to spend quality one-to-one time with staff and get a real feel for the pressures of live radio, which has parallels with working in the film and television industry. By the end of the night one of the students was mixing the live music herself. The mixes that she made that night are available as MP3s online at www.elfm.co.uk and she can now use that resource when applying for jobs.

Conclusion

In the case of FdA Film and Television Production both staff and students recognise the importance and benefits of work-based learning. The FdA has benefited from a long and successful connection with industry, made stronger by the brand power and historic importance of the Northern Film School – a concept that continues to grow stronger nationally, and is evidenced in Lord Mandelson's statement about *Higher Ambitions – The future of universities in a knowledge economy* to the House of Lords on 3 November 2009:

> *"We will look to business to be more active partners with our universities. Employers should fully engage in the funding and design of university programmes, the sponsorship of students and offering work placements. We believe this is possible without compromising universities' autonomy and educational mission."*

Good levels of contact with alumni from the course have identified that our graduates are succeeding professionally in a wide range of media production careers. Several have gained employment with broadcasters in entry-level positions such as art department assistant, camera trainee and 2nd assistant director. Others follow the freelance route and utilise their well-developed teamwork and entrepreneurial skills to build up their CV by working on shorts and feature films. Whether there is a direct relationship between employment and the type of study that students undertake in this subject area remains to be proved, but what is clear on the FdA is that relationships between employers, students and the University are incredibly beneficial and work both ways. The FdA in Film and Television Production has had to be transparent to industry about standards and content within its modules from the very beginning, raising the opportunity for constant feedback and discussion. Employers want to get involved and the work-based learning element of the course encourages students to take risks and work outside their comfort zones. Ultimately, being industry-focused means that the course is set up to evolve with the industry and thus helps students understand the immediate needs and expectations of employers. It could be argued that the experience also enables student to find the level of work appropriate to their potential on graduation, i.e. entry level, assistant and trainee level rather than managerial posts or heads of department.

> *"Work experience gives them an insight into how the real world of film/TV works and the realities of working within it and how they fit into this world."*
> (Nicky Ball, Screen Yorkshire, personal communication, 10 December 2009)

To any graduate seeking employment, it is not just about getting a job, it's being employable throughout life, something that is so important in the film and television industry because of the very nature of the work, with its ever-changing technologies, funding and patterns of work (for example, the growing use of freelances instead of employing staff). Learning the skills is all very well, but they need to be transferred effectively back into the workplace; this is why enterprise is becoming ever more important as a tangible skill and why it is important that it remains a fundamental principle of higher education.

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Engaging students, engaging industry, engaging enterprise

Jackie Mulligan & David Bassett

Project aims

To challenge Events Management students to stage an event called 'Making Events Sparkle', where the enterprising talents of students would be showcased in front of events, tourism and hospitality companies through a 'future thinking' cross-subject group/cross-Faculty student panel able to answer questions about the future for events; and a launch of a case studies publication illustrating the enterprising responses of students to a range of 'company-set projects'. The project would result in an event managed by students for industry; an enterprise learning experience for a cross-subject/cross-Faculty team of at least six students and at least three academics; and a new case studies publication, *Student enterprise in the workplace*.

Process

The project process involved three key phases:

- development of the event by the students
- development of the student panel by the academic staff and students
- development of the company-set project by the students and academic staff.

The event was included within the established Professional Events Solutions (PES) module. A brief was issued to a group of seven Level 6 students stating the aims of 'Making Events Sparkle' "to showcase the students and the UK Centre for Event Management's engagement with industry and acknowledge the support we receive from industry highlighting opportunities for further engagement including CPD taster sessions and networking". Detail was sparing in the brief to enable the students to engage their creativity fully in considering how the aims of the event could be achieved. As PES is client-led some of the events tend to be more prescriptive and formalised from the outset: this event was quite ambiguous in many areas and intentionally so. It was important to test the students' capacity to respond creatively to a number of challenges with very few parameters and to tolerate ambiguity – a key component in entrepreneurial and creative thinking (Rae, 2005; Burns, 2007). The parameters included a budget and a wish to include a student expert panel and invite industry representatives to the event.

One of the group members reflected on this after the event:

> *"The outline of the event we were given was very brief; this gave the group the chance to be creative with its concept."*

Phase 1

While we saw this open brief as an exciting opportunity for the students, it seemed from the start that the ambiguity was a barrier for them. The pitch they produced following discussions with us as clients was focused on rather safe territories: venue, theming, and catering. It completely omitted the more challenging and, we considered, exciting components of developing CPD tasters, considering ways the invitees might network, and recruiting and selecting a panel to be student experts.

We met with the students and found ourselves repeating that we wanted them to come up with solutions to how we could deliver CPD taster sessions and networking and that the answer would not necessarily come from asking an academic on the team what they should do. We wanted them to come up with ideas. It was alarming to see that the students were gravitating towards asking what to do rather than considering how they might approach the problems within the brief – a concern since, as Rae (2005) asserts, there are clear connections between enterprise and employability. This would become our first crisis point in the process, one of three crisis points where we were challenged to act, intervene and consider how to progress.

The crisis points were all the more complex owing to our dual roles as academic staff and 'clients'. At each crisis point we would reflect on what we would do as clients in the 'real' world and what we needed to do as academics to extract the best performance and best learning for the group. "The issue for supervisors is often about when to intervene and when to allow students to learn through discovery" (Beatty, 2000, p. 145). In the event process we made three interventions when the group and the event were in crisis. Each intervention was at a different level to ensure the best chance of success in encouraging the students to meet the challenge of the project.

Crisis 1

The first crisis came after three months when the students were failing to grasp the concept of creative solutions and failing to demonstrate a deeper understanding of the event. They were advised that they would have five days to gather themselves together and convince us they were capable of producing the event. We informed them that as clients our confidence was 3 out of 10. If they could not walk us through the event, come up with creative concepts around CPD that they had developed and an idea of how the event could be staged, we would not run the event. It was clear that this paradigm shift was essential. In their eyes, from that point on we were not 'academics' but 'clients'. And quite serious clients at that.

> *"The teacher cannot do all the work if learning is to be the outcome. As designers of courses and as teachers, if we want to produce graduates of Higher Education able to think, act, create and innovate at a relatively high level, then we need to consider how we lead learners beyond being regurgitator, copyist or operative."*
> (Fry, Ketteridge & Marshall, 2000, p. 33)

Five days later the students did a walk-through of the event and came up with some excellent ideas, and we confirmed that our confidence level had risen to 6 out of 10.

One of the students reflected:

> *"I learnt from the event how to come up with creative CPD ideas; it started off as a bit of a struggle because I was unsure of what they actually were or entailed! Once I had got my head around the subject I had great fun thinking of different activities for each topic."*

While the student above clearly identifies the fun elements of the creative thinking process to generate the ideas, another in the group focused on the creative problem-solving elements of the task as well as noting how the client intervention had helped to refocus the group:

> *"With support from the clients we were back on the right track. Working as a group we had to create a showcasing and networking event that was different; concentrating mainly on the CPD activities we named our event 'Stars of the Future'."*

While the ideas had raised confidence levels, the students would need to put the ideas into action. Within days some of the group were working hard on developing the ideas and marketing the event – but not all.

Crisis 2

Each PES group had to assign roles to ensure responsibilities were clear from the outset. Each group also signed a group contract to enable disciplinary procedures to be implemented and managed by the group. Work slowed after Christmas and in spite of the event being a few short weeks away there was little momentum. We called the group in and asked what we should do. Only five members of the team attended.

The group stated that they understood that we as clients should 'fire them'. We asked them why we should not. Each member of the team clearly wanted to continue – one said "this would be my chance to prove myself, I have not had much practical experience and I really want this to work." However, there was little sense of direction or idea of how they could resolve the situation. We listened to their responses and discussed the issues following the meeting. As clients we wanted the event to go ahead but we had very little confidence in the students' ability to undertake the task. We were also frustrated that members of the team appeared not to be contributing to the task and the team was not dealing with this effectively because of the informal relationships within the group. Such informal and formal relationships within student group work are a common factor. It would have been easy to have cancelled the event at this point. If we had done so, we might only have learnt that students can fail at events; the students were failing but we wanted to help them to keep going and to succeed.

We decided to intervene at a higher level and see how they would respond. We informed them on a Friday that we would go ahead with their event for a later date that they would need to identify, but we did not wish to deal with the absent members in the group any further, as they had demonstrated to us as clients little commitment to the event. If they did not get back to us by Monday noon we would begin following our contingency arrangements with other students managing the event. On Monday a response was hand delivered by the group leader. The group had united. The leader had activated verbal warnings within the group contract disciplinary procedure, promised that everyone would be monitored closely, that a new date had been secured and that they would provide weekly updates on progress. They were committed to delivering the event and thanked us for the opportunity. The student leading the group reflected:

> *"The main thing learnt from this experience is how to work efficiently within a team in order for our event to be a success. After being nominated as the project manager I didn't think it would be too hard to lead our group; however, after a week or so it became clear to see the obvious different group dynamics. This immediately contributed to some of the problems we had when putting on our event; it may also be linked to our initial event being cancelled. As soon as I realised this I changed my management style in order to motivate my team, and more importantly, show our clients we were capable. Once we established new roles and motivational levels had been boosted we all knew our event would be a success."*

Crisis 3

The final crisis happened two weeks before the rescheduled event. The group had reformed, were working harder than ever, making sales calls, organising panel meetings with the academics and organising the CPD tasters. However, the new date clashed with several corporate events in the same week and confirmed attendances were too low for the event to go ahead. This time our intervention was a helping hand. We offered the students an opportunity to showcase key aspects – the CPD tasters, the company-set projects and the panel – at another student-led event. After some deliberation – after all, not staging the event would only mean losing 10% of the overall mark – they agreed to take the opportunity, perhaps motivated by a need beyond an assessment mark for achievement – a key attribute for enterprising individuals (Burns, 2007). Finally after a six-month journey they produced an event which 'made them sparkle' within another student-led PES event. One student reflected:

> *"I know if I had the chance to do the PES module again I would approach it completely differently. It is an extremely long module as it runs through both semesters but it has been a complete learning curve and sometimes we could have given up quite easily but we pulled ourselves together and made sure the event did happen."*

Another reflects:

> *"Even though the event was not initially what the brief set out, some elements worked and we have the ability to overcome problematic situations. This is probably more than we could have learnt through theory taught during lectures!"*

Phase 2 – The panel

The process for panel selection was undertaken by the students. Initially they approached students whom they believed capable of being 'experts' on the evening, but we requested that they open up the selection process to enable other students to apply. The panel members were drawn from Events and Tourism subject groups. Over four weeks the members met with academic researchers, professors and Teacher Fellows to gain the very best inspiration. It is not certain whether the students were the highest achievers on the course but they were clearly respected by their peers. The five students met with at least three academics on each occasion and engaged in intellectual discussion on complex issues. The academics involved as well as the students seemed to enjoy the process, which for once took them out of the mass education approaches more usually adopted which "influence student learning by reducing direct contact with the staff who might have inspired them" (Moon, 1999, p. 128). Thanks to a lack of direct contact with enthusiastic tutors, students often lose the chance "to take off with some personal inspiration … [regarding] higher education as simply a stage towards the world of work" (ibid). The opportunity to work closely with a small group of students and coach them to answer questions that could cover any topic relating to events and engage them in future thinking for the industry was invaluable for the students and the academic team. Discussions covered the value of their qualifications; the professionalisation of the industry; sustainability; travel and climate change; social networking; the Olympics; the recession and finance, as well as the value of theory and practice. The students clearly found the discussions challenging as they were being asked to consider wider contexts at a deeper level and take a position on the topics. It was also interesting to see how some of the concepts raised such as "in ten years there may be no air travel – how will you deal with this?" made them consider the challenges and their need to adapt and respond creatively to those potential scenarios.

One of the panel members reflected on the experience:

> *"The opportunity to engage with academic and professional experts has greatly inspired creative thinking through challenging my opinions and knowledge of the industry. The student panel provides an invaluable opportunity to think outside of the usual academic or industry framework and creates a platform to develop opinions and knowledge of an enterprising nature."*

Phase 3 – Case studies

The case studies were produced as a result of the academic team working together with the students. Initially the academics were invited to select examples of 'best practice' company-set projects. No specific selection criteria were set but academics were asked to identify projects showcasing the enterprising talents of students, the expectation being that the projects selected would inspire future placement students and placement companies to engage with creative and challenging projects.

The students were now charged with developing a series of case studies for publication. Through negotiation with the academic team as well as the University's Assessment, Learning and Teaching publication team a suitable format was agreed. The case studies would be presented in Q&A format with questions directed both to the placement students and the placement companies. Questions addressed a range of issues such as the project rationale, research undertaken, challenges faced, skills developed, outcomes, etc. Drawing up a generic set of questions was clearly a challenge owing to the diverse nature of the company-set projects, yet this is exactly what the students seemed adamant they wished to do. It would have been easy to have intervened at this point but it was important for the group to take ownership of the case studies.

From the responses provided, six case studies were produced and displayed in poster format at the event. Three of the placement students whose projects were showcased attended the event and were able to discuss their projects with attendees (clients, employers, graduates, etc). A direct outcome was that more placement opportunities were identified.

Outputs

Tangible outputs:

- Development of three CPD taster activities that can be used to engage students and industry in the future, devised by the students
- Creation of company-set project cases/case studies for publication
- Potential development of the panel discussion into curricula
- Creation of some AV material on our students, why they chose Leeds Met, and the benefits of placement
- Engagement with companies for further placement opportunities.

Impact

There were some unexpected outcomes. The students organising the event appeared to enhance their creative skills and develop an understanding of the importance of navigating in more open and ambiguous waters. Unexpectedly the students failed on several occasions to meet client expectations, yet in spite of all the problems continued to progress. They appeared to learn how to accept responsibility for their actions and to try again – key entrepreneurial attributes, which ironically might not have been so obvious were it not for the crisis points in the event planning process (Rae, 2005; Burns, 2007). The student panel were probably the clearest beneficiaries of the event, gaining direct contact with some of the UK Centre for Events Management's leading academics and being coached to consider the future. They proved themselves adaptable. On the evening of the event they clearly impressed the client audience, so much so that one of the panel members received two job offers. An unexpected outcome for the academic team was the realisation that this kind of contact is not in evidence on the current courses and needs to be. The panel activity will be considered under some form of formative or summative assessment through all levels on the course.

Approximately 80 clients attended the final event, and many stated that they would like to engage more with Leeds Met. Further placement opportunities were identified as a result, enhancing student opportunities to engage with industry in the future. While the original event would have showcased the panel in front of an audience drawn from industry, the eventual audience, thanks to the new staging of the event within another student event, was a mixture of academic staff, graduates, clients and students, thus ensuring that a wider range of people viewed the impressive work and performance of our enterprising Events Management students. We also hope that seeing the students facilitate CPD sessions and an impressive panel presenting their thoughts on the industry would have acted as a good motivation for the current second-year students as they prepare to enter their final year.

Evaluation

The event evaluation has come in the form of reflections from the participants; the business cards and contacts collected at the events; and the feedback from panel members. The key aspects that link nearly all the reflections received from the students on what they have learnt through the process are 'motivation' and 'creativity'. For example, one student wrote:

> *"One of the main things that I learnt was that it is important to maintain high motivation levels within a group so that everyone is focused and driven to make an event a success."*

For an event focused on enterprise, the students running the event were able to learn to deal with failure effectively, to respond creatively to ambiguous tasks, and to motivate themselves. Perhaps most importantly, at the end of the process their desire to stage their event appeared to be based on a need for achievement rather than a need for an assessment mark. The need for achievement is identified by several authors (Burns, 2007; Rae, 2005; Bolton & Thompson, 2005) as a key attribute of enterprising individuals and entrepreneurs.

What next?

The academic team have learnt much from this process. We have gained a client perspective on PES which will result in some modifications to the module to ensure that our students get an opportunity to engage their creativity, motivation and leadership skills fully and that we appreciate the risks clients undertake to be part of the module. The exercise has also resulted in team discussions on how we can ensure our student groups are able to recruit their teams and select their own briefs in the future. We are keen to embed the panel exercise in our delivery to ensure that more students can benefit from the 'future thinking' exercises we engaged in as part of the process. We believe this will help our graduates to meet the needs of the present and the future. We are hoping that elements of the event will be considered in the future.

General conclusions

As project holders we were able to consider our own approach to risk, as the reputation of our Centre and the whole University was at stake. We remained student-centred and determined to gain the most benefit for our students throughout. At times we engaged in lengthy debates as to how 'real-world' the opportunity became as we intervened rather than dismissed the group. Our actions were vindicated by the successful production of the event components by the group and their reflections on the learning that had taken place. The whole experience has enforced once again for us the importance of enterprise and creativity in our teaching.

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Jackie Mulligan & David Bassett

Creative enterprise and curriculum

Rebekka Kill

Over the last year or so, we, in the Faculty of Arts and Society [now the Faculty of Arts, Environment and Technology] at Leeds Metropolitan University have been having discussions about something called 'creative enterprise'. Creative enterprise is something that, although we all know what it is, we have not attempted to define thus far. How do we translate this tacit knowledge (a notoriously slippery type of knowledge) into a terminology that is appropriate, given that the existing terminology of enterprise is (by its very nature) often contentious, and sometimes alienating, to those of us engaged in these types of practices?

This chapter begins to map out a definition of creative enterprise that is specific to the Faculty of Arts, Environment and Technology at Leeds Met. Our definition is produced both in relation to the Institute for Enterprise's definition of enterprise and also by considering associated and interrelated uses of the term 'creative enterprise' beyond our University.

According to the Institute for Enterprise:

> *"At Leeds Metropolitan University, enterprise is recognised as an inclusive concept which provides both the context in which subject disciplines can be explored as well as an approach to learning (learning philosophy), which can be taken to the exploration and discovery of a discipline. In this respect, it can provide a challenging environment within which to explore a variety of teaching areas (such as a small business context) as well as providing a new and stimulating dimension to learning - that of being enterprising."*
> (Leeds Metropolitan University, 2004)

The Institute for Enterprise goes on to describe a particular kind of context or environment for enterprise that is 'challenging' and an approach that includes the following:

- skills of 'being enterprising'
- corporate perspective (as 'intrapreneurship')
- creation of new ventures, social programmes and the exploration of new opportunities (Price, 2003).

The only phrase in this description that may not sit well with the creative entrepreneur is the notion of a 'corporate' perspective. There is a perception, within the creative industries, that the 'corporate' is at odds with many of the ideological and philosophical aims of the creative or the artist. However, this definition from the Institute for Enterprise is appended by the term 'intrapreneurship'. Perhaps this might be more palatable to the creative?

According to organisational theorist Gifford Pinchot 'intrapreneuring' is the "courageous pursuit of new ideas in established organizations" (Pinchot, 1985). This conception works from inside an organisation; building ideas from within pre-existing structures, philosophies and ethical considerations. Within the Faculty of Arts, Environment and Technology, intrapreneurship could mean the way in which we work within the organisation of the University to create new projects, partnership and curricula; it could also be the way in which we prepare students to be courageous in postgraduate contexts and (self-) employment.

I continued to read the Institute for Enterprise's definitions, to see if there was any potential disjuncture between our in-Faculty, tacit conceptions of creative enterprise and the Institute for Enterprise's literature – particularly in relation to the use of terminology that may be perceived to be, or essentially is, at odds with Faculty philosophies. The Institute for Enterprise clearly states the need to "develop relevant Faculty interpretations of enterprise education" (Price, 2003). So what is ours? Perhaps we can get closer to a definition of creative enterprise as different, or, as the Institute for Enterprise put it, a "relevant Faculty interpretation" by looking harder at what enterprise actually is and thinking about existing Faculty provision. Which enterprise-type skills are we already including in our courses? Are our subject areas intrinsically enterprising? Do we already have an enterprise education provision of sorts?

I have argued for the need to acknowledge enterprise as embedded in many subject areas in our Faculty, in particular

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in those areas that are practice-led. If we look at the specific skills that the Institute for Enterprise cites as central to, or defining of, enterprise we certainly have some great strengths in our provision at Leeds Metropolitan University. For example, the students' abilities to assess their own strengths and weaknesses, create new ideas and assess them, communicate effectively, innovate in their subject areas and conduct research are deeply embedded in many of our assessment criteria. Other skills, such as team building and working with others, are essential in some subject areas and irrelevant in others. For example, many fine art practitioners will only consider an independent (solo) practice post-graduation, whereas for most performance students creative activity is focused on ensemble work. However, some skills, such as the ability to manage finances, recognise intellectual property, write a plan (other than a research plan) and negotiate effectively, may well be lacking across our various cohorts and courses. Finally, notions such as 'assessing customer interest' may need a process of intrapreneurial Faculty redefinition. This kind of language produces the same kind of discomfort as the 'corporate'. We need to acknowledge that some of the Institute for Enterprise's language doesn't sit well with the creative entrepreneur and a few of its ideas may need reframing.

In order to reframe these ideas in a subject-specialist manner I looked for other institutions that use the term 'creative enterprise'. I wanted to investigate two issues: first, the manner in which other organisations define 'creative enterprise' as opposed to more generic notions of enterprise; and second, to discover if these definitions concur with our emergent and embryonic discussions at Leeds Met. In 2005 PALATINE, the Higher Education Academy Subject Centre for Dance, Drama and Music, ran an event on creative enterprise. The documentation for this event suggested that three ideas seem central and significant: creative self-reflexivity, being involved in context-specific learning, and working with experienced mentors in their field. Creative Enterprise at Dartington College (a department in a well-known specialist arts college) emphasises specialist business support through surgeries, seminars and mentoring. Facilitating specialist collaborations, partnerships, social enterprise and an acknowledgement of the difference of what they describe as 'creative businesses' are central to their provision. The course documentation for the University College for the Creative Arts postgraduate courses in Creative Enterprise talks about developing and facilitating organisations that have creativity and innovation at their core, as opposed to those that co-opt a notion of creativity to facilitate other, more 'corporate' aims.

At the London College of Communication (part of the University of the Arts London), the Marketing School has recently renamed itself as the School of Creative Enterprise. This School also houses the Creative Industries Observatory and the Creative Industries Journal (launched in 2008 by Intellect). The journal makes a clear statement of support for activities and organisations originating in "individual creativity, skill and talent" (see **http://www.lcc.arts.ac.uk/marketing_school.htm** for details); again it is the location of this creativity as central that may provide that critical pivot that distinguishes creative from generic enterprise.

The use by these organisations of the term 'creative enterprise' supports the idea of something different at the centre of this type of enterprise.. This can be described as a kind of intellectual and philosophical pivot. Imagine a solar system of skills. There is a star at the centre that causes other bodies to orbit around it. In creative enterprise this star is creativity (and in other types of enterprise it may well be something else). The star feeds and illuminates its satellites in particular ways and produces particular orbital patterns. This star by its very nature illuminates particular parts of its solar system; there are also particular and very specific elements that are in the shade. Creative enterprise education needs to nurture those shady elements but in a way that is appropriate to the particular ecosystems of the planets and other satellites in this system – not only because different solar systems differ in their light and shade but also because there is a history, a geography and a biodiversity that has evolved as specific to our solar system. This is not, however, a case for genetic modification. We resist the appropriation and modification of existing materials. This is a permaculture: we are looking at the whole Faculty, observing how the parts relate and building on existing strengths. This development is an intrapreneurial act: the aim is to focus our efforts on the specific, identified and unique needs of our Faculty. Some of this development may well look very similar (on paper) to provision provided elsewhere but the language, the culture, the location and the participants would appear, to others, as absolutely alien.

I have done some mapping in relation to enterprise skills and attempted to describe this in a subject-specific manner, which I hope will stimulate the reader to think. The next part of this chapter is designed to answer the questions you may have about what to do, in a practical sense. It should also be noted that the first part of this chapter was researched and written in 2007, whereas the second part is being written in 2009. In the two years in between I have made great progress both in terms of creative enterprise in the curriculum and more broadly in the University. There have been two distinct strategies for this: first, a number of curriculum development projects, and second, a broader engagement with work-based learning, cultural partnerships and creative industries opportunities.

Curriculum development

BA Art, Event, Performance

This course was designed to be the flagship undergraduate provision for Performing Arts at Leeds Metropolitan University. Its working title was 'Live Art'; however, it became a kind of combined Honours degree in Art and Performing Arts with a difference. The difference was that many of the elective modules were unique provision at HE level. For example, in the Level 4 module 'On DJing' the students are encouraged to learn some technical skills related to DJing with vinyl records, and to consider the historical and contextual role and impact of the DJ and DJ culture. They are then assessed through a DJed event (and a writing portfolio) that takes place in a 'real' club/bar space. However, the module was not specifically written to develop enterprise skills. During the second and third years of this course the students are led through a series of work-based learning modules that have enterprise explicitly written into the outcomes.

Art, Event, Performance (AEP) is premised on the notion that, rather than pursuing a single discipline, the contemporary artist specialises in the realisation of ideas. Whether the student works as a performer, a visual artist, a deviser or a maker, this course enables students to develop as innovative, reflective practitioners, able to realise and articulate their practice in relation to the wider critical and cultural context. This course is a direct response to the widespread mixing and merging of art forms and popular culture. The old borders between the arts are being dissolved and exciting hybrid work is the outcome. AEP is an intentionally polyphonic development. The process of development began with two authors in dialogue. When writing individual modules, I, as author, attempted a dialogue with the discipline – I attempted to uncover the language or voice of that 'other' discipline. While developing AEP, the Performing Arts lecturer and I chose not to attempt to find a single hybrid language; instead, we asserted our subject-specialist languages in some elements of the development, and then worked on a number of different hybrid languages (or 'creoles') designed to function in the space in between art and performance. While designing the curriculum, we discussed ideas of what we described as a 'responsive curriculum'. A responsive curriculum is flexible enough to respond, or change, in relation to site, historical shifts, industry links and student needs. The emphasis on both student-led projects and engagement with real-life situations means that this course is necessarily fluid, open and unfinalisable.

The MA Creative Enterprise

The second curriculum development I will discuss is the MA Creative Enterprise. This is a Faculty of Arts, Environment and Technology initiative and is designed both to facilitate existing creative businesses (in line with lifelong learning agendas nationally and regionally) and to support start-up in a structured, supportive and appropriate specialist environment.

In an increasingly global marketplace, many creative organisations and entrepreneurs are functioning in a highly successful manner; this is evidenced by huge expansion in this field in recent years. The MA Creative Enterprise is designed to develop creative specialists' abilities to access these support mechanisms and to equip them with these skills, knowledge and abilities in a context that is not alienating and that is tailored to their particular needs.

The MA Creative Enterprise is not attempting to work between two disciplines, as AEP sits between art and performance. It is a course that works across and between a number of disciplines in the arts and those alien areas of business, entrepreneurship and enterprise. It is also innovative, in that it is our first cross-Faculty Masters-level provision at Leeds Met. This curriculum development has been approached in a particularly polyphonic manner because, rather than defining a new discipline area that sits at the intersection of two previously defined areas, it proposes to explore an alien element contained within many creative disciplines. The MA Creative Enterprise is multidisciplinary and was written collaboratively by a multidisciplinary cross-Faculty team.

In each of these curriculum development projects an understanding of the specific ecosystem within the Faculty was central and these permacultural approaches can be distilled. Permaculture in a broader sense is about a light touch; creating something that has stability and is in harmony with other elements of the system. In curriculum development a permacultural approach means working through dialogue and allowing different voices to be heard. If curriculum development is handled permaculturally this creates space for polyphonic languages to be generated, harnessed and embedded in the practices of assessment, teaching and learning. This approach gives birth to curricula and disciplinary approaches that are fundamentally hybrid, open and fluid. Once born, these curricula are able to develop and grow in a way that others can't. Change and development are built in. These curricula have a future.

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Pinchot, G. (1985) *Intrapreneuring: why you don't have to leave the corporation to become an entrepreneur.* New York: Harper & Row.

Price, A. (2003) *Defining Enterprise Education.* DfES/Higher Education Academy.

Useful websites

Dartington College of Arts
(now incorporated into University College Falmouth):
www.falmouth.ac.uk

Gifford Pinchot:
www.pinchot.com

PALATINE – the Higher Education Academy Subject Centre for Dance, Drama and Music:
www.palatine.ac.uk/

School of Creative Enterprise at the University of the Arts London:
www.lcc.arts.ac.uk/marketing_school.htm
www.ucreative.ac.uk/

Rebekka Kill

Breaking the rules: reflections on transformation and ‘messiness’ in a tidy world of aligned curricula and textbook cases

Jackie Mulligan

Since joining higher education, I have focused on how to make learning a transformative process, in particular in the areas of enterprise and creativity. One of the key methods I have used in lecturing and learning activities has been engagement with the 'real'. This chapter reviews ways in which engagement with the real, through work-based learning or simply with uncertainty, can help students to nurture their own creativity and sense of enterprise. I provide a series of examples of activities from a curriculum developer's perspective, my own reflections and most importantly, the reflections of the students – who, in spite of all our muddlings, appeared to have been inspired by enterprise after all.

Textbook cases – inspiring learners?

It is challenging, when faced with a class of over 30 or a lecture theatre of 300, to feel as if we can inspire enterprise. Jenny Moon (1999) argues that the fewer contact hours and larger class sizes now so prevalent in higher education "influence student learning by reducing direct contact with the staff who might have inspired them". She believes that the middle ability students have the most chance of losing out in this system as these students have, through direct contact with enthusiastic tutors, the chance "to take off with some personal inspiration, but will otherwise regard higher education as simply a stage towards the world of work" (Moon, 1999, p. 128).

There is a loss in students viewing degrees as simply a stage they have to pass through in order to secure employment. However, with vocational degrees like Events Management, I do not find that approach or motivation very surprising. Despite some student expectations, it is our responsibility to provide a wider base of education and thinking than an apprenticeship.

> *"The teacher cannot do all the work if learning is to be the outcome. As designers of courses and as teachers, if we want to produce graduates of Higher Education able to think, act, create and innovate at a relatively high level, then we need to consider how we lead learners beyond being regurgitator, copyist or operative."*
> (Fry, Ketteridge & Marshall, 2000, p. 33)

The challenge is how to inspire and bridge the gap between the practical and theoretical with a student who really just wants to learn operational and practical skills to prepare for work.

While reflecting on these issues I investigated methods to embrace the two elements and was drawn to 'experiential learning' since, according to Beatty (2000), "if the relevance is directly experienced by the students themselves, then the learning will be reinforced" (p. 136).

Case studies seemed an obvious way forward. When I started teaching, I could see that the students gained much from anecdotes that I used to illustrate key learning points. I developed these examples into case studies. I could find many textbook case studies, neatly constructed to point to clear learning outcomes, but for me, those studies seemed too tidy – real experiences are far messier and far more ambiguous than these post-rationalised packages. I decided to bring examples to class from my business development work for Leeds Metropolitan University. The students seemed more engaged with these anonymised examples from a meeting 'yesterday' rather than 'yesteryear' that demonstrated theoretical points. For instance, the case of a company seeking to reach new customers would form the basis of a theoretical discussion on segmentation, targeting and positioning in a marketing lecture. The students appeared to appreciate that this information was current and their engagement with the real made me wonder if we ought to find new ways of bringing the real into the classroom. I was drawn to work-based learning projects as defined by Beatty (2000) that "create a client relationship between the student and the organisation – taking projects for a client organisation without being employees" (p. 141).

Developing existing provision – lessons in real life

I identified a very practical module called Professional Events Solutions (PES) as a potential opportunity to facilitate this kind of engagement and combine my business development activities. The module had been constructed with Kolb's learning cycle (Kolb & Fry, 1975) in mind, challenging students to run their own events and reflect on the experience to see how they could improve and apply lessons learnt to future projects. In principle the module seemed a perfect example of engagement with the 'real', providing Kolb's "concrete experience" as a real event and then creating reflections and actions for the next time in personal and team evaluations.

However, the students were creating events out of nothing. Although the students were creative, the 'events' served no particular purpose apart from being used for assessment. Unsurprisingly, the majority of students appeared to play it safe, developing events for their own peers, so 'battle of the bands' competitions and student nights seemed to be the mainstay. I felt frustrated because the students were not stretching themselves by going beyond their comfort zones and this approach did not correspond with any real experiences I had encountered within the events industry. Moreover, if the students actually failed to stage the event, they lost nothing more than a percentage mark.

Moon (1999) critiques the use of reflection in the Kolb cycle. She explains that if the student is undertaking the experience for the first time then he or she will be "making meaning" rather than reflecting. She believes that in the second round of the cycle students will be engage more in the act of reflecting (Moon, 1999, p. 159). As the majority of our students undertook the PES module in their second year after placements within the events industry, it seemed even more critical for them to have a prior experience to reflect upon. PES in its current form would not serve as a second round as most of students' placement work would have involved responding to external factors and clients.

I decided to intervene and asked the module leader if we could invite 'real clients' to have their events managed by our students. Over the following summer, we attracted a number of 'clients' including West Yorkshire Police, Leeds Chamber of Commerce, the Yorkshire Cancer Centre and Leeds City Council. Now, four years later, over 40 events are commissioned by clients. The student teams manage events ranging from networking seminars to conferences, from trade fairs to talent shows. Some events fail when groups lose the clients' confidence or do not achieve target sales. Most succeed and the clients praise the students for their professionalism and their new approaches to meeting the clients' objectives.

As well as transforming the PES and client experience, the shift to a client-based module has altered the experience for the academic PES team. The client-led PES experience is undoubtedly more stressful. The sense of risk is heightened for all concerned. Our own reputations and the reputation of Leeds Met as well as our contacts with regional stakeholders and industry are at stake. There are now calls to mediate between groups and clients which had not existed before. In PES, a key issue is that the staff member is a 'supervisor', not a tutor, and as Beatty (2000) explains, "the issue for supervisors is often about when to intervene and when to allow students to learn through discovery" (p. 145). The timing of intervention is all the more critical in this module. The PES experiences are very different for each student group. As a result this module does not sit comfortably within aligned curricula and the notions of trapping learners into achieving the desired learning outcomes (Biggs, 2002), as the events and clients are diverse and each group and every individual undertakes a different learning journey with both expected and unexpected outcomes. When the learning activities cannot be directly controlled, the approach is in contrast to Biggs' (2002) constructive alignment where:

> *"The key is that the components in the teaching system, especially the teaching methods used and the assessment tasks, are aligned to the learning activities assumed in the intended outcomes."*
> (Biggs, 2002, p. 2)

Although with such client-based modules, parity, consistency and alignment as described are more challenging, efforts have been made to provide consistency, which forms a part of the constructive alignment process. One example of this is that the team issues client and student guidelines and expectations to clarify the process. Irrespective of the specific learning outcomes, one consistent factor in the module appears to be the learning style:

> *"...most students can adopt either surface or deep approaches to their learning and one of the most important influences on which approach they take is the design of the course and the assessment strategies used."*
> (Rust, 2002)

After two years of PES, I noted that the students tended to spend far more hours on the module than they seemed to before and appeared to become deeply immersed in the experience. I believe this is because the module is 'real' and relates to the students' prior experiences of working within environments where far more is at stake than an assessment mark. I myself became a client for an event to support an external project and witnessed at first hand the students' sense of commitment to the project and the long hours worked. One of the students reflected:

> *"This was a great opportunity. As part of a team of six students from the events management course we were given a brief to devise and co-ordinate an event to help celebrate and build a new events industry market initiative that would bring the events companies, venues and suppliers closer together in West Yorkshire. The event was a great learning experience as I had the chance to work on every aspect of the event organisation from client meetings and venue risk assessments to dealing with catering and AV. The event helped open my eyes to the many tasks that make up organising an event and how attention to detail makes a good event, a great event! The team worked together very well and everybody worked very hard and I think this could be seen in the end result."*

I grew interested in the nurturing of entrepreneurial attributes and thought PES would provide a useful platform to see if modules that had a significant experiential component would help to nurture an entrepreneurial mindset. I developed a study to assess how students reacted to PES and with a colleague undertook a pilot focus group discussion to evaluate the module and in particular to explore whether modules like this could help develop creative and entrepreneurial attributes. The study would help to test Yorkshire Forward's Entrepreneurial Intentions Survey which concludes that:

> *"A full year of work experience is beneficial for entrepreneurial attitude and intention whilst closeness of the work experience to the current study subject for this group is beneficial for Entrepreneurial Intent, Venturing Self-efficacy and Technical Professionalism."*
> (Yorkshire Forward, 2008)

Interestingly, when we undertook the focus group, we found that students who were undertaking events for University clients felt that their experience was less 'real'. These events were perceived to be in more protected environments, perhaps limiting creativity or reducing their sense of risk. Such a perception of what is and is not real is worthy of further investigation and indeed what 'real' means in this context to the students.

From my perspective and that of my colleagues, some who have never known PES in any other light but client-based, the module produces some of the most well-executed ideas and professional work from the students. They put budgets, clients and their own status at risk, all much more intimidating than simply losing a few percentage marks in an assignment. In addition, the experience appears to provide a deep learning experience. Those who only scratch the surface generally fail to execute their events.

Developing creative learning – learning creatively

One of my colleagues was interested in developing a more apparent link between theory and practice to engage the students. Together we developed a proposal which he would lead to create a new multimedia resource for our students to use to apply theory to practice. The notion was that an actual event from idea to debrief would be filmed and the students would be able to interpret the actions and use theoretical models to identify the processes. In addition he would reflect on what was being filmed and provide a commentary of his reflections, pinpointing where theoretical models were being highlighted. In the execution of the project, reality would not necessary fall neatly packaged into existing modules and lesson plans. Not everything would be relevant to the subject area as the resulting media resource would document the whole process, not simply specific segments relating to particular subject areas. Such a departure would counter the "constructive alignment" approach that Biggs (2002) advocates where the activities the learner engages in are all relevant to the learning.

The new resource would include many elements to support the learning, but as a video relating to a 'real' event, other aspects would be noted that might potentially not conform to the specific learning outcomes. While I believe that alignment in curriculum design is important, I question whether approaches to course design should state that all learning has to be relevant and aligned. On a module relating to trends, I provided a session about Second Life and virtual reality and the mixing of fact and fiction with a wide variety of theoretical perspectives outside the subject area and recommended reading beyond the learning outcomes. The students were stimulated, discussion was lively and went in many different directions. Higher education, rather than being prescriptive, can be about creating insightful jumping-off points for students to activate and stimulate their brains. This is surely the challenge for all of us involved in the nurturing of creativity and enterprise. On occasion, it is our duty to break the rules.

I decided that engagement with real cases and scenarios would be critical in the course content, and that the tasks within the Entrepreneurship and Creativity modules would need to be aligned with the intended outcomes of the modules. Both modules had previously challenged students to undertake research and devise survey instruments for measuring entrepreneurial cultures and creativity in organisations. In my view, these learning activities would enhance research skills and evidence an understanding of the subject areas – but would not facilitate any kind of creative problem-solving nor indeed transformative process. Working with my colleague, I made some minor modifications to the assessments for Entrepreneurship so that as well as designing a survey instrument and applying it to an organisation, students would be required to develop business ideas on how the companies could improve their entrepreneurial outputs, and would need to present their ideas creatively.

The assignments were of a high standard and the presentations were highly creative. Out of many groups, very few opted for PowerPoint slides. My colleague and I found ourselves included in game shows, board games, chat shows and even in (mock) court cases. This was not an afternoon for the fainthearted. The response to the module and the assignment brief was creative, high quality and great fun. Here is just one anonymous student reflection on the module:

> *"Before attending university I had no idea about enterprise, what it was and the importance of understanding it. My passion lies within community work & volunteering, so why would this be relevant? In level two of the events management course I chose to take an elective in business development to see if I could gain some insight as to what it was all about. The module required us to complete a business plan and more importantly, pitch the idea to an investor!*
>
> *As a result I have started to utilise more and more of my enterprising skills, by advising my brothers (who are both self-employed) how to write a business plan to maintain competitive advantage and most importantly, knowing what figures help you remain solvent! In terms of community and volunteering, it is equally, if not more important to have an understanding of businesses' priorities, in order to communicate*

> *in a way they recognise so that you might obtain and maintain sponsorship or funding.*
>
> *Suffice to say, now I can't believe how I ever coped without! Enterprise provides individuals with crucial information about how to behave in business, without which you have little hope of surviving."*

For the Creative Thinking for Events module, I worked with the module leader to modify the assessment from a survey instrument to a creative challenge. The challenge would be to devise an event and demonstrate the processes used for the idea generation and problem-solving involved. I developed a partnership with a global event company to devise a real brief which would demand a complex creative response; the students would work in groups to address the task. The company agreed that they would allocate a prize to the winning group. The prize would remain a mystery to the students but was actually a trip to Brussels where the student would join company employees for further creative challenges. After the experience, I requested that the winning team of students send reflections on their experience. Here are just a couple of reflections from the team:

> *"The events surrounding the competition and subsequent prize [have] made me realise how much I thrive on being challenged, I am now left with the knowledge that I have many creative ideas and that I can fit into any team, I have good communication skills which will lead me to succeed in the future. Once again I find myself thanking all involved in making this opportunity possible as I look forward to beginning my career within the Events industry."*
>
> *"The idea of combining both competition and group assignment is very creative as it gave us strong motivation to perform the best. At first, we were a bit nervous with the complex brief and we were daunted tremendously as there are so many things we had to plan in our heads and do immediately. We have been through ups and downs in group work. It did not go smoothly, but we enjoyed the process. As our group was formed by international students, having and getting to know diverse cultural backgrounds was also a unique and rewarding experience to enhance our creativity …"*
>
> *"When we pitched in Brussels all the team members came to do their own bits, you could see confidence in all aspects because we did our research and when I won again, I knew the experience creative thinking had given me was worth the risk."*

Embracing uncertainty, risk and enterprise

Throughout the curriculum design process I was keen to avoid the trap of creating a curriculum based on "tired, old fashioned business orientation and conceptualisation of entrepreneurship" (Yorkshire Forward, 2008).

The summative assessment was a critical part of the Entrepreneurship and Business Development module, but I wanted to develop course content to see how I could encourage the students to engage more intensively.

> *"If the only assessment on a course unit or module is the final exam, many students are likely to leave doing any serious work until a week or so before that exam. So, if we want to help students to pace their learning, and to engage seriously with the material from week one, we need to build in regular assessment tasks."*
> (Rust, 2002)

In particular I wanted to use activities and more formative assessments to develop students' understanding of the wider interpretations of 'enterprise' and 'creativity'. Enterprise on the course would not be restricted to discussing definitions or applying enterprise narrowly to business start-ups. The module would seek to nurture an enterprising mindset and a creative approach to meeting challenges by engaging with the "opportunity-centred entrepreneurship concept" (Rae, 2007, p. 9). In this concept educators develop enterprising skills in their students by enabling them to work "in conditions of speed, uncertainty and competition" (Rae, 2007, p. 9).

I worked with colleagues to devise an enterprise afternoon at Old Broadcasting House, the home of the Institute of Enterprise at Leeds Met. I wanted to test the students' ability to tolerate ambiguity – a key component in entrepreneurial and creative thinking (Rae, 2007; Burns, 2007). I invited the students to spend two hours on a variety of undisclosed tasks. Their only preparation would be to bring an object that symbolised 'enterprise'. No other details were provided. In contrast to my fears I was delighted to see attendance was excellent. As part of the tasks, students had to explain their choice of object in a Big Brother-style diary room, then display the object with a description and take a photograph of their object for the display. The objects were wide-ranging, from a mixing bowl to a student presenting herself as the exhibit. Following their exhibition, students received a tour of the Enterprise building and had to say what made the space inspire creativity and how it could be improved. After this they moved on to more in-depth creative sessions on how they would market, stage and manage a conference about enterprise for students. They were asked to write reflections on enterprise following the experience and it was interesting to see how many students engaged with the subject and concepts and provided reflections in spite of the fact that these would not be assessed as part of the module.

Sometimes in higher education we forget how inspiring our students can be at moments like this. This one mysterious 'enterprising' afternoon seemed to infect us all with enthusiasm for enterprise. So on a final note:

> *"The word enterprise used to mean nothing to me, now however I've begun to understand that enterprise can mean whatever you want it to mean, being creative, innovative, being prepared for a challenge and almost playing a dangerous game. Taking a blank white wall and creating something inspiring to go on it, that not only inspires you but everyone who finds themselves within the space of that once white wall.*
>
> *Enterprise is being willing to take a risk, being wacky and adding colour to people's lives. Allowing your imagination to flow and not being afraid of making a mistake, enterprise is not about right or wrong answers, but being willing to work hard to find a solution to a problem. Enterprise is about opportunities and grabbing what you can when it comes your way. We were asked recently to reflect on an object which we think represents enterprise, well mine was a blank piece of paper with a question mark on it, all of life's great ideas start off with a blank piece of paper and a question mark, it's what we decide to do with that blank sheet of paper and the question mark which either makes or breaks us."*

When I reflect on the experiences I have gained in developing curricula creatively, I see that we can inspire enterprise through daring to venture beyond our classrooms. In our course design, we can engage our students in case studies. Better still, if we engage with the outside world through activities with external organisations in business development, research or knowledge transfer, we can bring those messy cases into class for our students to unpack and (re)construct. We can also engage with the outside world to bring opportunities we might not have even dared imagine into our courses and assignments. And most of all, we can help our students cope with ambiguity and uncertainty, because ultimately these components make up our reality and our futures. The bad news is that all of this cannot be achieved without taking risks in our own teaching practices, and some activities fail. The good news about all that risk-taking? We inspire enterprise not only within our students, but also within ourselves.

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Professional Events Solutions – an enterprising celebration

Jackie Mulligan & Barry Blake

Project aims

The initial aim was for a team of Events Management students to stage an event to showcase and celebrate a practical events management module, Professional Events Solutions (PES). Once funding had been gained from the Institute for Enterprise the aims encompassed using the event to evaluate and inspire enterprise.

Process

A group of students managed an event to showcase a very enterprising and practically based Events Management module to celebrate student achievements and attract potential clients. Alongside the more typical issues of event management such as logistics, marketing, production, entertainment and catering, there were a number of additional and more complex challenges for the students to overcome which will be addressed later in the section:

- How make the intangible tangible? The event would be to showcase events, not products
- How to finance the event? The students were not given a budget but were tasked with not only managing the production of the event but also raising the funds to stage it
- How to engage over 200 Events Management students in supporting the event and producing work voluntarily?
- How to document their achievements and how to evaluate enterprise?

The students were supervised by one academic. The academic took the role of 'consultant' – providing some guidance when requested, for instance in role allocation; marketing; potential funding sources; and student engagement. However, intervention was kept to a minimum. The group quickly assigned roles and nominated their own group leader. The group leader guided them through the process and for the event another group member was nominated as event manager on the day. All group members took specific areas of responsibility such as 'client and sponsor liaison', 'entertainment programme manager', etc. Communication was a critical factor: the students ensured regular communication with the client and each other through online discussion boards and minutes from the meetings. The group were clearly enthused about the event from the outset: one group member reflects:

> *"As a group we had in my opinion little problems in the way we conducted ourselves and distributed the work. I was very happy with all my team and feel everyone worked to their highest standards. To overcome challenges we worked as a team to think of ways round any problems, sticking to individuals' strengths."*

Enterprising challenges: how to make the intangible tangible? The event would be to showcase events, not products

The team of students decided that the main method to make the event experiences tangible was to invite all the Events Management students involved in the module to participate in an exhibition. Each of the 30 groups would be asked to create a display for the PES Celebration event. Alongside the exhibition the students put together a programme of entertainment on the evening including video footage, salsa dancing, speeches and live music to reflect some of the events that had taken place though the module. This enabled the students to solve problems of intangibility creatively and made some realise the need for a more positive approach to creative problem-solving:

> *"I learnt that I have more knowledge and confidence in areas than I had previously realised. That I can be quite negative about problems and should try to look at problems in a more positive light. Finally that I am more of a leader than I had previously realised."*

How to finance the event? The students were not given a budget but were tasked with not only managing the production of the event but also raising the funds to stage it

A key concern for the students was the lack of budget. They managed to produce a proposal and pitch full of ideas but without funds the event would not meet their or their clients' expectations. They considered sponsors and negotiated with the University to get reductions in room hire charges. They persuaded the subject group to provide some funds for the venue but still needed more funds. At a discussion with the group the academic supervisor alerted them to a potential funding opportunity through the Institute for Enterprise. The group needed to write a funding proposal and undertake a very enterprising pitch to demonstrate how the event could help the Institute meet its objectives. The students adapted to the task excellently, researching the aims of the Institute and considering how they could convey their creativity and enterprise in a pitch to convince the Institute to invest in the event. They succeeded in producing a very convincing case and gained the funding. This was a very significant milestone for the group and for the individuals who had been more directly involved in the funding application. One student reflects:

> *"From completing the PES module I have learned many new skills, including interactive group skills, writing funding proposals and networking skills. The most beneficial has been writing funding proposals. This was a big challenge for me as I had never written one before. I learned to keep it concise and clear. The PES module has been really interesting and beneficial."*

How to engage over 200 Events Management students in supporting the event and producing work voluntarily?

The engagement of the students proved one of the greatest challenges for the groups. Through the process they had to learn how to enthuse their student peers in spite of many groups not understanding why they should spend time on a non-assessed piece of work. The group worked hard to incentivise the groups and communicate with them in their own domains. They developed a competition for the best exhibition with an excellent range of donated prizes. They established a website and a Facebook site to communicate, attended classes and lectures to speak directly to the student groups, and at least one member of the team was assigned to attend and document every event. The footage taken at the events was used to capture the event experiences through website images and a short film about the module. One student reflects:

> *"The event tested my creativity in producing a fun event while still sticking to the client brief. Although we needed to focus on professionals and gaining networking/ potential clients, we as a group had to be very creative to gain student interest which eventually paid off more than we anticipated from the turn-out at the event."*

How to document their achievements and how to evaluate enterprise?

A key aspect of the event for the students was evaluating its success. They considered numerous ways to evaluate an event, such as traditional surveys and feedback at the event. However, they decided to engage their creativity and enhance the event by setting up an inflatable video booth for attendees to express their views on the event as well as on enterprise. The booth proved an event highlight. In addition evaluation was sought through evaluations of the exhibitions, where attendees needed to visit the exhibition stands and use the marking criteria to assess the quality of the events. One group member notes:

> *"The end result was really worth it, however, and it was interesting seeing how ideas which were expressed in the early planning stages, such as evaluation techniques, were carried out and achieved a good result."*

Outputs

- Development of a short video for the module
- Creation of several exhibition boards by the students
- Increase in number of clients interested in the module for the next academic year
- Video evaluations of enterprise
- Photographs of the event.

Impact

The students organising the event enhanced their creative skills and developed an understanding of the importance of navigating more open and ambiguous challenges. They also strengthened their promotion and persuasion skills, convincing funders and sponsors to support the event and students to engage with and work on the event voluntarily. More students than expected participated in the event, using their own creative skills to produce some imaginative displays to demonstrate their work. The students gained an opportunity to network with clients and showcase their achievements one to one, and gained another opportunity to engage with enterprise through the sponsorship.

Evaluation

The event evaluation has come in the form of student reflections from the participants as well as video recordings from attendees on the evening.

What next?

The academic team has learnt much from this process. We would like to undertake a student showcase of this nature in future with some budget set aside for it. There may even be a competitive element for a group of students to win the opportunity to produce the event, which may become a hallmark event for the UK Centre for Events Management at Leeds Met.

General conclusions

In spite of all the creative challenges and the need to adapt throughout the event as it developed and changed, thanks to funding and responding to the needs of the additional stakeholders and prize sponsors, the group still cited 'group work' as the main challenge. As teamwork is such a key part of employability, it is clear that modules do need to provide students with the experience at university.

> *"I have learnt a great deal from the experience of the Event. I feel I have developed as a student and as an individual. I have learnt that my working style is different from others' – sometimes they don't like mine and sometimes I don't like theirs but I feel that I am capable of separating any personal issues away from business matters and can encourage others to stay focused on the end goal and achieve it. In conclusion I have really enjoyed the experiences on the PES Celebration. I am a more creative and experienced individual because of it and the end result definitely was worth all the hard work put in."*

Introducing a ‘forensic flavour’ into the teaching of databases

Jackie Campbell, Sanela Lazarevski
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Introduction

Databases often receive an uninspired and uninterested response. The curriculum content of a database module generally involves the design of entity-relationship models, SQL programming, application development and advanced database applications such as data warehousing and data mining. These are often taught within the relatively worn case studies of purchase order systems, retail or health care systems. However, the current trend for crime scene investigation drama and the frequent stories in the news of personal tragedies involving incorrect data, missing data or data mix-up capture the attention of many. The truth is that crimes require data investigation and expert database witnesses to provide evidence and this requires database knowledge and skills.

This project involved the introduction of a 'forensic flavour' to the teaching of databases as part of an undergraduate Computing Degree. The 'forensic flavour' involved introducing investigative and enquiry-based learning techniques as well as selecting case studies based around real-life crimes and crime data. The learning objectives remained unchanged for the modules as did the curriculum content. The initial findings are that the students engaged on average 40% better and enjoyed the experience more.

Project aims

- To improve students' learning by inspiring students with the importance of data and databases
- To improve students' confidence, risk-taking, investigation and problem-solving skills by introducing self-led enquiry-based learning
- To improve the general perception of databases.

Initial interviews were held with database experts and the police in order to identify situations where (1) data had provided key evidence in a case; (2) the database had provided key evidence in a crime; or (3) data anomalies had led to serious issues. This process raised a number of interesting cases such as the case of Harold Shipman (a family GP found guilty of murdering 15 patients in 2003) and common company frauds (e.g. fraudulent expenses claims).

The material for Levels 5 and 6 databases was reviewed with a view to creating enquiry-based learning activities or activities involving problem-solving or investigation. Module case studies in the field of crime or law were identified. Much of the database material was reworked to incorporate the case studies or use 'investigative' learning activities.

The module was delivered to meet the same learning outcomes but using the newly developed material.

Outputs

A number of new learning activities were created, including:

- workshop on 'horrendous data stories' – students were asked to report on a story were the wrong or missing data had had significant consequences. Stories included a girl who died because of being given the wrong blood type in a transfusion; a man who has been wrongly arrested a number of times; missing SATs results; utility companies who didn't send out bills for six months
- bug fixing – students were given SQL code containing common errors to fix
- data analysis – students were given database tables containing data anomalies to discover
- data mining – students were given UK crime data to analyse and look for patterns
- data dictionary – students were asked to prove suggested anomalies using the database data dictionary.

Assignments were created for both levels based around real UK data. Two Level 6 projects were created and have been taken on by students:

'Investigation Required'

This project is to create a 'case study' of a system where a fraud has occurred. Part of the project is to investigate and report on common frauds. Some examples are:

- the 'rounding error fraud'
- payments made against 'dead' project codes
- payments made to people after they have left the company
- purchases against equipment that hasn't been acquired
- employees making purchases/expenses claims for their own benefit
- identity theft.

The aim is to use the case study within teaching (databases, forensics). Students will be asked to act as expert witnesses and produce a report of evidence to support the charge of fraud.

Other possible considerations are:

- the use of multiple log-ons (to demonstrate how some personnel have access to certain information)
- the importance of the database 'metadata', only available to the Database Administrator (DBA), to show when data was updated, when users logged on and what they accessed.

DBA consultancy

This project is to create a 'case study' of a system which is performing badly. The aim is to use it within database teaching. Students will be asked to act as a DBA and produce a report of recommendations to improve the system using appropriate techniques. Examples to include in the system are:

- concurrency problems (users are locked out, dead lock)
- slow running queries, which can be evidenced and investigated using Query Execution Plans (QEPs)
- examples of redundant data and/or inconsistent data as a result of compromising the logical design model using techniques such as de-normalisation
- examples of slow running queries where de-normalisation would help
- examples of out-of-date indexing plans
- examples of insecure systems
- examples of default settings that lack consideration (logging, audits, indexes).

Both these projects received much initial interest and have been taken up by students as final-year projects. They were completed in June 2010 and the intention is to use them in Level 6 teaching.

The team have had papers on the project published for the Athens Institute for Education and Research (ATINER) conference and the Teaching and Learning in Databases (TLAD) conference, both in 2010.

Impact

The staff involved have enjoyed learning about the forensic industry. Students appear to have been genuinely motivated and enthused by many of the activities.

Additionally it appears that the project has improved the general perception of databases; some of the developed content has been used with Sports Marketing and Business students, both groups appeared to appreciate the value and importance of data as a result. At Enterprise events delegates have volunteered their own 'data mix-up' stories, again suggesting that you don't have to be an expert to appreciate the significance of quality data.

Evaluation

Students on both Level 5 and Level 6 modules were surveyed before the modules (L5 Database Application Development and L6 Advanced Database Management). They were asked which skills they thought they would be developing. The skills surveyed were grouped into: technical skills (SQL, database design), investigative skills (data integrity, data analysis) and enterprise skills (problem-solving, personal time management, researching and scoping a problem, communicating ideas, confidence, risk-taking).

Students were surveyed again on completion of the modules and asked to evaluate whether they thought they had developed the skills, again given the same options.

The findings are still being evaluated. The initial findings are that the students engaged on average 40% better and enjoyed the experience more.

The section that was most interesting was on enterprise skills. While in the pre-survey a high number of students selected the 'neither agree nor disagree' category, the following comments were given in the post-survey:

"Developed research and reading skills. Reading around subject and putting work into context. I have improved my reporting skills and a few communication skills."

"Problem solving and research skills."

"Managing my time better and properly."

"How to use better tools to research on parts of the module I did not understand."

What next?

The team intends to continue to consider enquiry-based and problem-based learning. More learning material along similar lines is planned for 2010-11.

Some useful contacts have been made in the field of forensics which we will continue to develop.

General conclusions

Even though it is difficult to measure learning (as discussed for example by Biggs, 1993), we can report that owing to one or, more likely, a combination of the factors implemented in the 2009-10 delivery, the student experience was improved. Learning is a significant part of the student experience and the improved module feedback and student reflection, although not conclusive, does suggest an improved learning experience.

To conclude, the forensic flavour was appreciated by the students and it was felt by staff and students that there was a general interest in the application of crime-based case studies to databases. For the next academic year we have a higher numbers of students choosing to do databases (up 17% in the Forensic Computing area) and we do believe that 'word-of-mouth marketing' is partly responsible for this.

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Enterprise education: a vehicle for learning

Brian Jones & Jon James

This chapter reports on a Business for International Foundation Studies (IFS) module developed by Leeds Business School and delivered to international students studying for a Certificate of Higher Education in International Foundation Studies at Leeds Metropolitan University. It looks at the course and module raison d'être, and describes the module design, content and action learning enterprise education pedagogy.

In semester 1 of 2004-05, a new module, Business for International Foundation Studies, was delivered to students studying for a Certificate of Higher Education in International Foundation Studies in the School of Languages at Leeds Metropolitan University. The module combines teaching of the functional areas of management and business, such as finance, marketing and law, with knowledge and information needed to start a business. The Business for International Foundation Studies module adopts an innovative pedagogical approach for teaching such functional areas. In a classroom environment the module is used as a vehicle for active enterprise learning (Gibb, 1993, 2002; Hartshorn & Hannon, 2005; Iredale, 2002; Jones & Iredale 2009, 2010). It helps to bring alive business issues and functional areas of management via a 'learning by doing' approach to classroom management and the teaching and learning environment contained within. Enterprise is 'bolted in' as opposed to being 'bolted on' to the module.

The module forms one component of the pre-degree Certificate of Higher Education in International Foundation Studies. Students taking the module come from across the world, including Saudi Arabia, Bahrain, Pakistan, Cyprus, China and Japan. The module can, therefore be described as having a truly international cohort of students. The students are typically, though not exclusively, aged 18 or 19. They are recruited to the Certificate of Higher Education on the basis that they achieved International English Language Teaching System (IELTS) Level 4 competencies in English. It is proposed that the adoption of enterprise education pedagogy (Jones & Iredale, 2006) is particularly well suited to an international cohort of students that has within it a mix of skills, cultural experiences, attitudes and values. Enterprise education can help develop the concept of citizenship (Deuchar, 2004, 2007). The international dimension and Foundation-level focus offer insight into the role that enterprise education plays in understanding the processes and functional areas of business.

The pedagogy and the content of the module shape and are shaped by the cohort of students, their understandings, experiences and expectations. This chapter provides a base from which other enterprise education initiatives and programmes of study at other levels (undergraduate, postgraduate and professional) within Leeds Metropolitan University may be compared and contrasted.

The context

There has been much academic debate around the nature of enterprise (Caird, 1990; Humes, 2002) and enterprise education (Hytti & O'Gorman, 2004). Policy emphasis and discussion have focused on ways to stimulate a culture of enterprise and entrepreneurship through education (Lambert, 2003; Levie, 1999; OECD, 1989 and 2001).

Broader macroeconomic and societal restructuring provide the theoretical and historical backdrop against which programmes of enterprise education have been introduced to the UK and throughout the world. Observers consider that wider socioeconomic phenomena, patterns and trends pertaining to the UK include:

- from the 1970s onward a transition from labour-intensive to capital- and energy-intensive sectors
- the shrinking in the UK of traditional industries (steel, coal, shipbuilding and car manufacture) with only a few British-based organisations being created to replace them (as noted in *Management Today*, April 2004)
- regional pockets of deprivation remaining in areas where traditional industries were formerly located, e.g. North East England, South Wales
- overall, a change to a service-dominated, knowledge-based economy within which there is an apparent polarisation between relatively low-skilled employment and high-tech jobs requiring highly qualified staff
- continuing underperformance on the part of UK in comparison with the US (the benchmark economy) in levels of entrepreneurial activity; the US remains the best example of a country committed to entrepreneurship and economic

progress (Global Entrepreneurship Monitor reports, 1999, 2007)

- early 1980s to early 2000s: a sharp rise in the number of people working in small firms or who are self-employed, while the number of jobs in larger businesses and the public sector have declined
- recognition on the part of Government of the need for young people continually to build their own careers and stay employable (Davies, 2002)
- recognition of the need to build 'enterprise capability': handling of uncertainty, positive response to change and the creation and implementation of new ideas and new ways of doing things (ibid).

The decline of manufacturing and traditional heavy industries brought with it changes to the way people work and live. In response to these social and economic changes the UK Government initiated and led a number of activities related to enterprise education.

1982 Technical and Vocational Education Initiative (TVEI) launched and targeted at 14–18-year-olds in England and Wales and as Shilling (1991, p. 59) noted, the "central curricular feature of TVEI has been work-experience".

1988 DTI announces Enterprise & Education initiative which aimed "to bridge the divide between schools and industry, in order to encourage more enterprising attitudes in the educational world" (Sharpe, 1991, p. 23). It sought to develop enterprising attitudes in the classroom, improve skills and improve the relevance of education. The initiative signalled a much increased emphasis on enterprise education in schools.

1992 Education Business Partnerships established to cultivate closer links between the world of business and education.

1993 White Paper *Realising our potential: a strategy for Science, Engineering & Technology* looked at the contribution science, engineering and technology (SET) make to the UK economy and quality of life and stated the UK Government's policies and objectives for SET.

1999 White Paper *Our competitive future: building the knowledge driven economy* recognises and seeks to address the fact that "Enterprise is more important than ever in the knowledge driven economy but performance in and attitudes towards entrepreneurship fall short of best practice amongst our competitors" (DTI, 1999).

1999 Small Business Service (based on the US model) established.

2000 Excellence & opportunity: a science & innovation policy for the 21st century. Relevant proposals included:

- Higher Education Innovation Fund
- Regional Innovation Funds to enable proposed Regional Development Agencies to support clusters, incubators and new networking arrangements.

2001 Vocational GCSEs introduced.

Establishment of Learning & Skills Councils to co-ordinate responsibility for funding post-16 education.

Creation of Regional Development Agencies to drive growth.

Promotion of knowledge transfer through funding such as Higher Education Innovation & University Partnerships, Faraday Partnerships.

2003 Connexions Service established (more effective approach to careers advice in schools).

2004 International Conference 'Advancing Enterprise' focused on young entrepreneurs.

First Enterprise Week helped raise the profile of enterprise and entrepreneurship.

National Council for Graduate Entrepreneurship (NCGE) was formed "with the aim of raising the profile of entrepreneurship and the option of starting your own business as a career choice amongst students and graduates" (NCGE, n.d.).

2005 Enterprise & Economic opportunity in deprived areas: a consultation on proposals for a Local Enterprise Growth Initiative acknowledges and seeks to address the fact that "levels of enterprise in deprived areas are significantly and persistently lower than in more affluent areas." (HM Treasury, n.d.).

In the UK economy the dominance of larger businesses in terms of employment numbers has passed. Business Enterprise and Regulatory Reform (BERR) statistics for 2006 indicate that small and medium-sized enterprises (SMEs) accounted for just under 59% of employment and that small businesses alone (defined as those with less than 49 employees) accounted for more than 47% of the total.

The reality behind these simple statistics is much more complex, of course. The shift in employment numbers from large to small businesses reflects a number of longer-term trends. These include the deconstruction of larger organisations into their component divisions, the delayering of larger businesses in order to improve their responsiveness, and the retreat to core functions and an increase in the outsourcing of some business activities. Such trends are not confined to either the UK or the Western developed economies but are seen worldwide.

With the developments described above have come greater complexity and uncertainty for the individual. The concept of working for the same company – indeed of working within the same sector – for the whole of a working life has for many people had to be rethought. Small and medium-sized businesses, unlike larger organisations, are adaptable and able to respond quickly to changes in the market.

Individuals are increasingly expected to adopt a flexible attitude to their working life and respond proactively and positively to the new realities. The nature of today's labour market, including as it does contract, part-time and temporary forms of work, requires individuals to adopt an enterprising approach and to consider undertaking a portfolio of jobs, as well as self-employment.

Individuals undertaking portfolio employment embrace a number of jobs that they fill on a part-time basis; of these, some may be short-term engagements, others longer-term. Allied in part to the portfolio approach is the likelihood that individuals will move more seamlessly between employment and self-employment. In the course of a working life there is and will, therefore, remain a need for greater mobility between employment and self-employment. As with the portfolio employment model, success here will be based upon knowledge and skills that are updated and enhanced on a continuing basis. Self-employment or working for an SME requires different skills and aptitudes from those needed for employment within a large organisation.

As indicated in Table 1, an ongoing and developing policy focus on enterprise and entrepreneurship can be seen on the part of the UK Government, and on that of major EU member states. The attention of governments at national and regional levels has been on enterprise as a source of innovation in products and services, as a wealth creator and as a source of new venture creation and employment. At governmental level the emphasis is on building a knowledge driven economy (DTI, 1999).

Table 1: Examples of recent policy reports and legislation relevant to enterprise education

Date	Title	Description
2001	**Productivity in the UK: enterprise and the productivity challenge**	The report sets out the Labour Government's plans to prioritise enterprise and productivity. It announced a number of measures including reform to existing legislation, the establishment of a series of reviews – including that led by Sir Howard Davies on the role of enterprise and business in education – see below

2001	**Opportunity for all in a world of change, a White Paper on enterprise, skills and innovation** (Department for Education and Employment (DfEE))	The White Paper sets out the Government's proposals on its next steps for raising GDP in the regions, closing the skills gap, helping industry through restructuring and nurturing new industries
2002	**A review of enterprise and the economy in education** (Davies, 2002) (Department for Education and Skills (DfES))	The survey reveals a general lack of financial literacy and economic and business understanding. Young people's experiences of business and enterprise activities are often disjointed and not connected to other parts of the curriculum. The review emphasises the key role business studies teachers have to play in taking the recommendations forward
2002	**Final report of the expert group best procedure project on education and training for entrepreneurship** (Commission of the European Communities, Brussels)	The project that forms the subject of the report aimed to identify initiatives across Europe that promoted the teaching of enterprise at all levels of the education system (i.e. from primary school to university). It underlines the importance of 'the enterprise spirit' in job and wealth creation and the centrality of education in the development of entrepreneurial attitudes and skills in young people
2006	**Implementing the Community Lisbon Programme. Fostering entrepreneurial mindsets through education and training** (Commission of the European Communities, Brussels)	This communication document details "a new start for the Lisbon Strategy focusing the European Union's efforts on two principal tasks – delivering stronger, lasting growth and providing more and better jobs." The focus is on the importance of promoting a more entrepreneurial culture and of creating a supportive environment for SMEs
2007	**The Oslo Agenda for Entrepreneurship Education in Europe** (Commission of the European Communities, Brussels)	Derived from a conference held in October 2006, the Agenda aims to "… step up progress in promoting entrepreneurial mindsets in society" through a series of initiatives based upon best practice in Europe
2007	Global Entrepreneurship Monitor: UK	The annual Global Entrepreneurship Monitoring (GEM) report compares and measures entrepreneurial activity in the UK with participating G7 countries and the large industrialised or industrialising countries including Brazil, Russia, India and China (BRIC). It also summarises entrepreneurial activity within Government Office Regions of the UK
2008	**Entrepreneurship in higher education, especially within non-business studies; final report of the expert panel** (Commission of the European Communities, Brussels)	The report explores issues in respect of the teaching of entrepreneurship in higher education – especially within non-business studies

Set against, and in the context of, the above policy background the UK higher education sector is charged to up skill both the current and future workforces.

Enterprise and entrepreneurship education helps to produce knowledge-driven employees skilled and equipped to work in the SME sector of the new flexible market economy. The aim is also to help entrepreneurs to start, manage and grow businesses. Universities are increasingly supported and encouraged to engage in knowledge transfer (see, for example, the Knowledge Transfer Partnerships scheme: **http://www.ktponline.org.uk/academics/default.aspx**) and this serves as one example of the linkages that exist between higher education and businesses in the private sector and the Higher Education Innovation Fund (HEIF). There has been much academic discussion around the issue of graduate employment and entrepreneurship (see, for example, Rae, 2007). The remit of the National Council for Graduate Entrepreneurship (NCGE) is to raise the profile of entrepreneurship, self-employment and starting a business with students and graduates. Enterprise and entrepreneurship are firmly established in the school curriculum and are key issues on the higher education agenda.

As previously indicated, enterprise education and entrepreneurship contribute to wealth creation, for example through the establishment of new for-profit businesses. They also help to build social capital: strengthening the social fabric by encouraging the start of not-for-profit social enterprises. Enterprise and entrepreneurship education is also on the business, economic and political agendas. Policy-makers see it as one way of stimulating and encouraging entrepreneurship and the new venture creation process.

The International Foundation Studies programme

The Certificate of Higher Education in International Foundation Studies is one programme delivered through the Carnegie Faculty at Leeds Metropolitan University. The programme comprises nine modules delivered over two semesters and its overall aim is to prepare students at undergraduate level in a specified discipline within British higher education. The objectives of the programme are "… to develop English language, subject knowledge, study skills and intercultural communication appropriate for Foundation level study in the UK" (Leeds Metropolitan University, 2008). Graduates from the programme gain admission to a range of courses run by Leeds Met and by other UK higher education institutions.

In order to gain admission to the programme students must have demonstrated ability in the English language sufficient to meet the IELTS Level 4.

Students embark on the Certificate of Higher Education programme with a basic level of English language capability, which they develop through enterprise learning opportunities provided in modules such as Business for International Foundation Studies.

The Business module

The Business for International Foundation Studies module was devised in 2004. It was established partly out of recognition that many business phrases are now used in everyday English and it was anticipated that international students would benefit from knowledge of such terms. It was also recognised that many Foundation Studies students progress on to undergraduate degrees that are in the business subject area or in which business language is increasingly used.

Aims and objectives

The Business for International Foundation Studies module has four broad aims: to develop students' knowledge of business, their language skills, and their written English; and to introduce students to UK methods of teaching, learning and assessment.

In addition to these four broad aims the module has a number of specific objectives. It seeks to encourage an active learning style in students. For some students learning by doing, working in groups and making presentations represent a new experience. The module seeks to break down barriers of learning between students and to provide opportunities to learn as part of a cross-cultural international group. This feature of the module and course is especially important since, as the students come to know one another, they begin to see beyond, challenge and question stereotypes. Companies increasingly operate on a global basis and to do so successfully requires them to draw on the combined skills and talents of an educated, entrepreneurial, international workforce. Recruiting students from across the globe, the module can be said to capture the twin university ideals of furthering global citizenship and internationalisation.

The module emphasises enterprise and entrepreneurship as concepts relevant and applicable to for- and not-for-profit businesses. It stresses the point that enterprise skills can be deployed in a range of contexts including the public and private sectors and the community, at work as well as in the home. The module recognises that we all have different enterprise strengths and capabilities. It allows students to identify, reflect on and develop their own skills, behaviours and attributes (Gibb, 1993).

Pedagogy – teaching, learning and assessment

As part of their assessment for the Certificate students are asked to put together a portfolio of work. Teaching staff make suggestions and recommendations as to what work students might like to put into their portfolios, but it is left to individual students' discretion to decide what should be included. Moreover, students are encouraged to include in their portfolios work done in their own time, outside the formal classroom environment. The rationale for this is to encourage and promote autonomous, enterprising learners.

Content

The Business module begins by looking at issues to do with learning such as communication, teamwork and group work, and the external environment, and then moves on to look at the functional areas of business (Human Resource Management, Marketing, Law and Finance) and their relevance to small businesses and entrepreneurship.

Work undertaken in the Business module contributes to students' Integrated Skills portfolios. Students carry out two pieces of work in the course of the 12-week module. The first requires them to generate group business ideas on which they make PowerPoint presentations; for the second they have to write a 600-word reflective learning statement. Both pieces of work are given verbal as well as written formative feedback and are then included in the students' portfolios for assessment, marking and summative feedback.

Individual reflective learning statement

In week 9 the draft reflective learning statements are collected and outside the class the lecturer provides comments on the content, style and English grammar. No mark is given but helpful and constructive comments are used to improve English and understanding of the learning process and business issues. The statements are returned to students the following week and they are encouraged to look at the comments, and use them to improve their original text. Students are then advised to put the completed piece of work in their portfolios ready for formal assessment, marking and feedback.

Group business ideas

Group PowerPoint presentations on business ideas developed by the students are made in the 11th week of teaching. Students are guided through the process of business ideas generation, are given information and advice, and work in groups of four or five to develop an idea for a business. To develop the concept of universal global citizenship as well as spoken English the groups are mixed up in terms of gender and nationality. They support one another through peer learning and receive specialist support in the guise of information on business start-up, as well as functional areas of management. Students are encouraged to explore their own business and enterprise capabilities through team-building and confidence-building activities, by identifying personal strengths and weaknesses, and by noting personal enterprising qualities such as self-confidence, independence, determination, flexibility, risk-taking, decision-making, leadership and creativity. Topical newspaper articles are photocopied for students as a way to stimulate and provoke thought, ideas and discussion. Students are given time in class to read the articles and a series of questions is asked to ensure understanding of the issues. Students are shown videos of entrepreneurs and SMEs profiled in a number of British television programmes including *Dragons' Den, Working Lunch* and *The Money Programme*. Showcasing actual entrepreneurs reinforces the message that starting a business is an achievable goal.

Once allocated to groups, in week 5 students are given the opportunity to identify factors, characters, opportunities, traits and other issues that make for a successful business. In groups, issues of entrepreneurship, self-employment and small business are identified and are then reported back to the whole class for discussion. It is pointed out that external variables such as the changing nature of technology, competition, and customer expectations and requirements can impact on business growth. Change is flagged up as a near constant feature of an entrepreneurial business life.

The need to organise, plan, learn and adapt, both on a personal and an entrepreneurial business level, is discussed throughout the module. Students are asked to say what they understand by the terms 'enterprise' and 'entrepreneur'. Students are then asked to draw their vision of an entrepreneur as a way of identifying some of the entrepreneurial characteristics, skills, personal attributes and behaviours. These are noted on a board and talked through to aid students' understanding of the issues and to act as a stimulus for learning. Students are then asked to discuss what they perceive to be their own enterprising qualities and skills.

Issues surrounding business start-up are promoted along with the benefits of self-employment and entrepreneurship. Given that English is the students' second language, the various classroom-based enterprise activities provide opportunities to enhance their spoken and written English.

Each group member has a theoretical £10,000. Any additional money needed to simulate the business start-up has to be accounted for and the sources from which they might access it are identified and discussed.

The work students do for the module, including the PowerPoint presentations, counts towards their portfolio of evidence. Teaching, learning and assessment are action-learning oriented. The 12-week programme draws on the practice and philosophy of enterprise education (Gibb, 1993, 2002; Jones & Iredale, 2006, 2008; Iredale, 2002).

Conclusion

The Business for International Foundation Studies module aims to develop students' written and spoken English and to further their business knowledge. In meeting these aims students are exposed to, and are expected to engage with, UK teaching and learning methods through a curriculum designed to give maximum exposure to active learning enterprise education pedagogy.

Some key lessons to emerge from student feedback and this review of the Business for International Foundation Studies module are that:

- introducing students to an enterprise education pedagogy enriches the assessment, learning and teaching experience
- exposure to the concepts of enterprise and entrepreneurship at university Foundation level provides a solid introduction and firm basis on which further programmes of study in this area can be built
- enterprise education allows students to develop a wider understanding of the world of work and, thus, opens opportunities for progression to programmes in a range of disciplines
- students appreciate and value learning through, for and about enterprise
- enterprise education has an important role to play in developing the concept of responsible citizenship

- the pedagogical methods of enterprise education provide a good introduction to university and help students take responsibility and ownership for their own learning and development
- adopting a holistic enterprise approach to learning that is not confined to one management discipline helps students grasp and understand better the contexts and opportunities for entrepreneurial actions
- promoting self-managed problem-solving both individually and in groups requires careful classroom management and the deployment of a different teacher skill set.

Positive student feedback constitutes one indicator of the success of the module. The number of students recruited to the International Foundation Studies programme has increased, which reflects positively on the innovative teaching, learning assessment methods adopted. A further measure of success is the number of students choosing to progress from the Foundation to undergraduate programmes of study at Leeds Metropolitan University or elsewhere. Perhaps the final measure of success of the Business module is the number of students who come increasingly to recognise their own enterprise capabilities or who express an interest in self-employment and starting a business. The module helps develop autonomous, independent learners who are able to operate effectively and efficiently in a complex and uncertain world. It helps equip learners with skills and competencies needed as consumers, citizens, employers or employees in today's flexible market economy and society. It encourages students to think about and take ownership of and responsibility for their own futures.

This chapter has located the module in the particular higher education context of which it is a part. It has also sought to situate the chapter findings in the general enterprise education policy environment (see for example European Commission 1996, 2002 and 2006). Furthermore, it has also tapped into, drawn on and further developed existing academic debates around the meaning, nature and purposes of enterprise education (see for example Gibb, 1993, 2002; Atherton, 2004; Hartshorn & Hannon, 2005; Jones & Iredale, 2010).

In summary, this chapter has explored enterprise education delivery at university Foundation level, with an international cohort of students. In so doing it has further developed debate on the concept of citizenship. It has sought to demonstrate how education can be enterprising, enjoyable and something that we can all learn from and contribute to, irrespective of background. Enterprise education is a vehicle for learning.

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Brian Jones & Jon James

The Sport Business Management Unit

Nick Halafihi & Jeff Abrams

Introduction

The framework that we are developing makes the student experience a priority, linked closely to subject development and research, knowledge transfer and third-stream income generation, and value added. It is based on the principle that we can tap into the latent potential of our staff and students more fully if we stay close to what we do best, think clearly about our priorities and focus on strengths. Students and staff are a resource that is often underestimated. There is a need to be even more resourceful in the present climate than we have been to date. This requires the careful use of time, which is the most important but limited of resources. Our students need to be more enterprising, and as staff members we need to create even stronger links with industry and be even more creative and innovative in how this is done.

The Business Enterprise Unit is a 'bottom-up' example of trying to connect these important themes in our work to the mutual benefit of our students, staff and the wider University. Even if projects do not succeed in a financial sense the learning that we hope is generated will still be worth the effort and time for all concerned. The case study outlined below is one of a number of projects generated by the Business Enterprise Unit in its early stages of development. As a form of action research this provides a very useful learning opportunity at a time when this is needed to align the work we do on the course with the wider community and employers.

This process is supported by Drucker (2002, p. 123) who states that: "Purposeful, systematic innovation begins with the analysis of the opportunities"; it is the various modular opportunities that have parallel learning themes (finance, marketing and enterprise) that will enhance the relevance of this scheme to students and support specific employability principles that are crucial as part of their 'real-world' learning in preparation for life after graduation.

We want to engage students to work in the 'real world' and enhance their appreciation and learning of business, marketing and enterprise values. BA (Hons) Sport Business Management students are developing a number of new initiatives focusing on the development of their personal ambitions. These are real 'live' businesses, facilitated, directed, and managed by the course team and the students themselves. To assist the students the course team has developed a framework.

The 'Sport Business Management Unit'

This is like a 'one-stop shop' for budding entrepreneurs: students are encouraged to develop their ideas and work with staff who guide, support and develop their initiatives. Any student who has an idea can meet the staff who run this initiative to explore development opportunities.

The 'unit' meets on a regular basis to look at each bespoke business, discuss opportunities, provide assistance and encourage the student to take the 'next step'. Examples of specific areas of assistance include:

- business planning
- business development
- funding opportunities and links to the University's incubation unit and 'start-up' grants
- the sharing of business contacts and networks
- free telephone use
- free internet use
- free secretarial support
- a quiet space to work as and when required.

Project aims

1. To engage and stretch students, with our own learning environments transformed into settings for our students' successes and supporting the unique way in which the students become responsible for their own personal development within the enterprise philosophy
2. To enhance progression, with increases in employability skills and 'real-world' engagement
3. To develop professional learning skills that are specifically related to the students' own personal interests
4. To encourage students to deepen participation by valuing extra-curricular activities
5. To provide staff and students with the opportunities to tap into the latent enterprise potential
6. To use the opportunity to align what we do within our course to the University's aims and objectives in terms of enterprise and third-stream income
7. To provide opportunities for staff and students to develop research into the topic of enterprise within the curriculum.

Process

Opportunities were divided into two distinct areas: the Academic Team Wear initiative and individual student business ideas.

The work began in September 2009 with a presentation to interested parties from all three levels and included the input of University staff from the Faculty of Business & Law and the Business School. Progress was discussed every week at timetabled meetings, with Level 1 students being the most engaged with the initiatives. Individual students would meet for tutorials and business contacts were shared among the group. As a result of this process, the students engineered several individual business proposals and most are still ongoing (see the outputs section for examples).

The first group initiative centred on the production of a series of leisurewear garments which would be designed, produced, priced and sold by the staff and students as a viable business. The idea was to produce and sell a specific set of leisure garments for academic wear in lectures or for use on academic visits, community work and educational workshops. This way a professional University image would be projected at all times and the University, Faculty and subject group profile would be made more visible. This initiative was called 'Academic Team Wear'.

This process allowed the students to experience the practice and processes of a genuine working business and to make their own decisions. Significantly this process formed part of students' value-added contribution to the course and their input was in addition to their normal curriculum. Any enterprising student could join or leave the initiative as and when they deemed it appropriate.

The Academic Team Wear initiative involved the students every step of the way. The students' first step was to deliver an innovative piece of market research, distributed via an online questionnaire. This asked various questions in order to teach the students about the validity of purchase and how important it was to research the market prior to any assumptions being made. Once the research questions had been collated the students needed to locate an appropriate manufacturer to make the products and agree on a pricing range. This enabled the students to investigate:

- profit and loss accounts
- product pricing
- VAT
- cash flow principles.

All of the above were achieved with the 'live' project and included opportunities to explore wider issues such as:

- business ethics
- product tendering
- sustainable products
- supply and demand
- retail management.

The Sports Business Management Unit managed to produce bespoke designs for the actual products but also suffered disappointments along the way. Drucker (2002, p. 41) refers to the opportunities that may arise from failure: some students may have to experience failure before they understand success. Indeed, failure often helps in refocusing the mind for the next stage or opportunity. These lessons were invaluable for young entrepreneurs.

This process has also helped the students to appreciate more the specific management skills that are needed in project management. For example, important characteristics that students have learned about themselves include what Cook (2000, p. 45) calls 'service style' leader characteristics; such leaders:

- are good listeners
- encourage teamwork and good communication
- require and recognise excellence
- encourage problem solving
- request and welcome feedback.

These skills will of course help any Sport Business Management student, but by learning them in a hands-on role via practical methods students will enhance their own learning opportunities. This may be considered a flexible approach to learning. Cook (2001, p. 540) takes this one stage further when she describes this process as one where students take responsibility for their actions; she goes on to say that these are 'self-determined' actions where "they have the 'freedom' to make mistakes". This has been a crucial element of this work because the whole process has been designed to mirror business decisions that take place in the 'real world', thus preparing students far better for future employment than any stand-alone or virtual assessment.

Outputs

Academic Team Wear

With a mark-up of less than £11.54 and with a conservative take-up estimate of just 100 students, the Sport Business Management (SBM) Unit currently stands to make a profit of £1,154; we have also had interest from other courses who would also like to purchase similar garments for themselves, and the idea is that the SBM Unit would manage this project on their behalf and charge a consultancy fee for their efforts. Everybody would gain from this situation: the students would benefit from the 'real-world' experience and the subject group would share the profits from the venture with both the Faculty and the University.

Student businesses

The range of businesses remains rich and varied and included a protein drinks company, an online racquets company, an international rugby academy and our very own SBM Charity. Vignali, Vranesevic and Vrontis (2008, p. 6) explain that profit is often a major reason behind companies investing in marketing activities but the ethos of this CETL project has certainly been more focused on the students' personal development and understanding about marketing and business principles, rather than just profit. Indeed, with the addition of such life skills the attempt to utilise marketing skills will become more efficient as the students gain in their understanding and appreciation of their business make-up, and this will eventually lead to an increases in their profit margins.

Impact

The impact has been tremendous, with students being excited about their businesses and with the prospect of turning something that is just an added-value element of their degree into a method to link their studies to reality. Importantly these projects have also supported cross-curricular modules including Sports Marketing and Finance, and have also enhanced the students' understanding of basic business principles.

Moreover, the Academic Team Wear initiative has genuinely harnessed the imagination not only of our students but of staff and students from other courses who have also expressed an interest in being involved or in purchasing similar garments.

Evaluation

Academic Team Wear

Complications and delays in the process have been directly related to the real world, where events are often outside the control of the project managers yet have still to be dealt with in a professional manner. Any entrepreneur can fail or be successful but learning lessons along the way is the most important thing.

Contacts and business development ideas have already been implemented, with the University's official merchandise company expressing an interest in working in partnership with the SBM Unit in finding new business. To this end other academic establishments such as the

University's Regional University Network colleges and local clubs and businesses will also be targeted in the future.

This process of profit-making has been a relevant aspect of sport for decades and is evidenced by McPherson, Curtis and Loy (1989) when they point out that in order to raise profits and increase revenue, sporting organisations need to sell souvenirs such as leisurewear.

An important benefit has been the potential for this work to be embedded in cross-curricular work to benefit all students rather than just the ones who have been working within the Unit.

What has become increasingly clear through the early stages of this development is that both staff and students will have to be resilient as the 'real-world' challenges are never straightforward. It is also clear is that we need to continue this work and perhaps look for ways to embed this process through accredited modules.

Student businesses

These businesses are very much in the early stages of implementation but the Unit itself and in particular the 'hot desk' facility with free internet and phone line are being encouraged as an ideal place to work from.

The SBM Charity in particular is an exciting innovation with students designing various fundraising charities which will cascade monies to a range of charities, including areas where the students themselves have an interest. In particular the students will allocate a small percentage of the funds raised to allow a member of the charities' organising committee to travel in a volunteering capacity to the areas of interest and follow the funds or aid supplied. This will allow the student to report back on the successful use of the funds. Places of interest currently include Haiti and Chile, where recent natural disasters have captured the hearts and minds of the students.

What next?

Such has been the students' interest in this area of enterprise that the course team is now looking at increasing the amount of enterprise that the SBM course will offer. We have assessed the opportunity of rolling out a new Level 6 module called Enterprise in Practice, run from the Business School in association with the Enterprise Unit, and through our Periodic Review we have worked with local businesses to develop a new enterprise pathway for students. This has manifested itself in new modules on Introductory Research in Sport Business Enterprise, Business Enterprise Theory, Strategic Management Theory in Sport and Contemporary Issues in Sport Business.

We also believe that the Unit will be able to stand alone and be self-sufficient within the next 12 months, largely owing to the Academic Team Wear initiative, and we are currently working with SBM alumni on a specific marketing and design project.

General conclusions

Without doubt the use of this type of learning related to the real world has a positive effect on the student experience and at the Exam Board in 2009, the external examiner for the BA (Hons) Sport Development commented: "… there was a noticeable increase in students' marks for 'real-life' assignments, suggesting an increase in student performance when there is an 'external' incentive".

According to Harvey and Knight (1996) in Taras (2001), academics often tend to concentrate on formal accountability which may be via formal summative assessments, but the type of added-value learning that the SBM Unit has been able to offer the students has certainly increased their 'real-world' skills in enterprise and business and as such these students are better prepared for the challenges of life within this type of setting after their studies.

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Entrepreneurs and business friendships: the ties of mutuality

Paul Manning

The purpose of this paper is to present theoretically informed research into the significance of business friendships for entrepreneurs. The importance of social ties for economic success has been examined in depth from a number of academic perspectives. For example from a business ethics perspective, Jonathan Schonsheck has taken Aristotle's classical analysis to argue that business friendships are an example of 'incomplete friendships for utility' (2000, pp. 897-910). Laura Spence has also argued that business friendships offer a positive contribution to the well-being of actors (2004). Network theory literature, which is extensive (see Nitin & Eccles, 1990, for an overview), has also considered business friendships and there is a further subset of network research focusing on entrepreneurial processes from a social network viewpoint (Blundel & Smith, 2001; O'Donnel, 2004; Shaw & Conway, 2000, pp. 367-383). Moreover, Mark Granovetter's seminal article 'The strength of weak ties' (1973) can be thought of as theorising business friendships in network terms. Additional related research fields, such as social capital theory (Castiglione et al, 2008), have also considered the significance of social ties (business friendships) for success in the marketplace.

However, extant research into social connections and business friendships has a tendency to be framed by a number of core assumptions in "… rational action theory that continue to subtly but significantly influence much of the scholarly work in the field of entrepreneurship" (Dunham, 2009, p. 2). For example, Flavio Comin has commented that in social capital literature there is a characteristic towards the "instrumentalisation of social relations" (Comin, 2008, p. 629). A typical illustration of this instrumentalisation of relations is in Robert Putnam's seminal *Bowling Alone*, which used a plethora of statistics to support an instrumental perspective on why business friendships are formed, as "social contacts affect the productivity of individuals and groups" (Putnam, 2000, p. 19). Thus in this perspective work-based ties are formed primarily because they offer greater productivity returns.

Further, the idea that being socially connected constitutes a resource is well established, and arguably intuitive and pre-linguistic. In the vernacular, it's not what you know; it's who you know that counts. It can also be argued that individuals are born with social instincts and these primordial instincts confer evolutionary advantages: primitive groups who could establish group norms and levels of co-operation were at a significant biological advantage over less socialised groups, and hence their offspring were far more likely to survive. Moreover, these instincts, or evolutionary hardwiring favouring sociability, are universal across ancient civilisations: being neighbourly and accepting that you are your brother's keeper recur in the world's core religious scripts. Thus the idea that it is desirable to be socially embedded in a collective structure because it leads to positive utility outcomes is deeply rooted and chimes with the utility maximising 'homo economicus' of the 'formalist school': it makes economic sense to network and develop business friends. In Ron Burt's words, benefits include, "access, timing and referrals" (1990, p. 62). Overall, the rational approach to relations can be an "investment in social relations with expected returns in the market-place" (Lin, 2001, p. 19).

However, this chapter will argue that the rational action view of motivation is limited (Bohmam, 1992) and does not fully address sociological or 'humanistic' motivations, such as the will to create social connections (friendships) and the need for recognition from those business friendships. Therefore this article's research focus is based on the view that entrepreneurs are not driven exclusively by economic rationality, but are also motivated by non-rational factors, which can be emotional, e.g. the motivation to avoid loneliness; sociological, e.g. the motivation for peer recognition; and subconscious, e.g. the motivation to take risk. Thus the research is predicated on the perspective that entrepreneurs are driven by the pursuit of profit, but they are also motivated to address "… the human need for membership and identification, the satisfaction gained from recognition of peers, the pleasure of giving as well as getting help" (Cohen & Prusak, 2001, p. 7).

The chapter will proceed by discussing the theoretical basis of the research, which is drawn from a socio-economic literature stream, with its origins in Polanyi's (1944) substantivist economic understanding. This embedded viewpoint of the economy was subsequently developed from a social network perspective by Mark Granovetter (1973, 1985, 1990 & 2005) and from a social capital vantage by James Coleman (1990, 2000). The chapter will then continue by discussing the research approach, the sample selection and research propositions. The next section will discuss the research findings derived from the propositions with reference to socio-economic theory. Finally the conclusion will argue that entrepreneurs rely on business friendships for economic support, at the same time as relying on these social ties for social and emotional support, a reality that is under-reported in entrepreneurship literature.

Defining terms: the embedded view of the economy

> *"Economics is all about how people make choices; sociology is all about how they don't have any choices to make"*
> (attributed to James Dusenberry in Granovetter, 1990, p. 30).

This chapter's perspective is that entrepreneurship is 'embedded' (as is all economic activity) in sociological phenomena and broader society. This perspective, according to Portes and Sensenbrenner, has its origins in classical sociology, including Weber who argued for the moral character of economic transactions (Portes & Sensenbrenner, 1993, pp. 1322-1327). However, the economic concept of embeddedness was coined by Karl Polanyi who is associated with the 'substantivist' school in anthropology, in this much quoted passage:

> *"Ultimately, that is why the control of the economic system by the market is of overwhelming consequence for the running to the whole organization of society: it means no less than the running of society as an adjunct to the market. Instead of the economy being embedded in social relations, social relations are embedded in the economic system."*
> (Polanyi, 1944/2001, p. 60)

Further, Polanyi argued that "… previously to our time no economy has ever existed that, even in principle, was controlled by the markets … never before our time were markets more than accessories of economic life" (ibid, p. 71). Therefore Adam Smith's view of the "propensity to barter, truck and exchange one thing for another" is according to Polanyi a "misreading of the past" (ibid, p. 60). For this research it is also relevant that Polanyi contends that:

> *"… man's economy, as a rule is submerged in social relationships. He does not act to safeguard his individual interests in the possession of material goods; he acts so as to safeguard his social standing, his social claim, his social assets. He values material goods so far as they serve this end."*

He continues by illustrating this insight with reference to a tribal society, arguing that social ties are critical:

> *"First because disregarding the accepted code of honor or generosity, the individual cuts himself off from the community and becomes an outcast; second, because, in the long run, all social obligations are reciprocal, and their fulfilment serves the individual's give and take interest."*
> (ibid, p. 48)

These socio-economic observations were subsequently developed from a social network perspective by Mark Granovetter, and also by James Coleman who pioneered rational theory into sociology. In more detail, Mark Granovetter researched the socially embedded reality of the market, and James Coleman developed an embedded treatment of social capital as part of an elaborate explanatory theory of co-operation set within a rational action epistemology. There is, of course, a considerable difference between Polanyi's 'fictitious commodities' and hankering after a pre-capitalist age that valued social cohesiveness and the social contract, Granovetter's social network analysis and Coleman's 'rational choice' view of social capital. However, both of these interpretations share a critical view of the asocial nature of classical and neo-classical economic perspectives. Further, both Granovetter (1985) and Coleman (1990) identify the Scottish Enlightenment's market liberalism (and its organising principal of subordinating society to the economy) as the origin of an undersocialised view of the market.

Moreover, it is also noteworthy that classical economics can be interpreted as being 'socialised'. For example, Francis Fukuyama in his cultural appreciation of economic life stated: "As Adam Smith well understood, economic life is deeply embedded in social life, and it cannot be understood apart from customs, morals, and habits of the society in which it occurs. In short, it cannot be divorced from culture" (Fukuyama, 1995, p. 13).

It is also germane that Granovetter examined 'Economic action and social structure: the problem of embeddedness'. In this article Granovetter examined the origins of the under- and oversocialised conceptions of action and concluded that: "purposive actions are embedded in concrete, ongoing systems of social relations" (Granovetter, 1985, p. 487). In this influential article he also discussed how clever institutional arrangements, such as implicit and explicit contract, including deferred payment, have evolved to discourage the problem of malfeasance (misconduct and fraud). Granovetter, however, considers that these arrangements "do not produce trust but are a functional substitute for it" (ibid, p. 489). Further, he notes that conceptions that have an exclusive focus on institutional arrangements are "undersocialized in that they do not allow for the extent to which concrete personal relations and the obligations inherent in them discourage malfeasance" (ibid, p. 489). He also cautioned that if malfeasance was controlled entirely by clever institutional arrangement then a malign cycle could develop in which economic life would "be poisoned by ever more ingenious attempts at deceit" (ibid). Thus, he develops his embedded notion of economic action to stress that networks of social relations generate trust.

Granovetter also contended in a subsequent article that: "The pursuit of economic goals is typically accompanied by that of such non-economic ones as sociability, approval, status and power." In his view: "Economic action (like all action) is socially situated and cannot be explained by reference to individual motives alone. It is embedded in ongoing networks of personal relationships rather than being carried out by atomised actors" and that: "Economic institutions … are socially constructed" (Granovetter, 1990, p. 25). Granovetter therefore understood economic action as being relationally embedded. Further, he adopted a 'weak embedded position' that emphasises the continuity of relationships down the ages; implicit in Granovetter's conclusion is that, though technologies and market structure are subject to historical change, the nature of relations remains significant, regardless of the economic conditions (ibid, p. 28).

According to Granovetter's embedded logic of exchange, market performance can be enhanced via intra-firm resource pooling and commercial co-operation. Granovetter also argued for the importance of social connections co-ordinating adaptation processes. Conversely, social and structural over-embeddedness can undermine economic performance by locking firms into downward levelling networks that seal firms from non-redundant information, thereby reducing the opportunities for brokerage. Over-embeddedness can thus create inertia that undermines the firm's 'creative abrasion' that creates entrepreneurial risk-taking necessary for survival in competitive markets. For example, Uzzi has concluded, from a study of New York garment manufacturers, that both over- and under-embeddedness have a negative effect on economic performance; that is, very weak and very strong embeddedness were detrimental to firm survival (Uzzi, 1996). This conclusion was confirmed in recent research into the effects of 'network redundancy' for start-ups (Westerlund & Savhn, 2008, pp. 492-501).

For a further illustration of the embedded view of the economy, Granovetter has noted that supplier relationships are driven by economic motives and by embedded personal relationships (business friendships). He reaches this conclusion by observing that purely economic motives would cause firms to switch suppliers far more commonly than is the case: he also notes that firms required a shock to jolt them out of their buying patterns (Granovetter, 1985, p. 496). His comments on personal embeddedness limiting opportunism and encouraging expectations of trust are relevant:

> *"That is, I may deal fairly with you because it is in my interest, or because I have assimilated your interest to my own (the approach of interdependent utility functions) but because we have been close for so long that we expect this of one another, and I would be mortified and distressed to have cheated on you even if you did not find out (though all the more so if you did)."*
> (Granovetter, 1985, p. 42)

Overall, Granovetter's social network approach subscribes to the embedded understanding of the economy that individuals do not act individually, goals are not independently arrived at, and interests are not wholly selfish. This understanding of the economy has been summarised as follows: "the economy should not be identified with the market ('the economist fallacy') and that, indeed, the market itself is a system embedded in society" (Smelser & Swedberg, 1994, p. 19). Moreover, Granovetter's and Coleman's 'embedded' understanding also accords with Michael Polanyi's insight that: "Co-operation for a joint material advantage is the predominant feature of society as an economic system" (Polanyi, 1958, p. 212). Thus the embedded view argues that the economy is only one branch of human activity alongside many others: it is not a semi-detached area of activity where society's rules and mores do not apply. For instance, in this embedded perspective there are limits to markets and not everything of value can be captured in the pricing mechanism.

In conclusion, the socio-economic, embedded view can be characterised as sharing a common concern to address over- and undersocialised approaches to purposive action in the economy. For instance, Granovetter considered 'The impact of social structures on economic outcomes' and in his view social networks were important for three reasons: they affected the quality and flow of information; they affected reward and punishment; and social networks also encouraged trust "by which I mean the confidence that the others will do the right thing" (Granovetter, 2005, p. 33). For the purposes of this chapter these social structures are taken as 'friendship networks'. In summary, the theoretical base of the research is taken from an economic sociological perspective that contends that economic activity is embedded over time and through repeated interaction in socio-economic and humanistic phenomena such as business friendships.

Entrepreneurs and social friendship

This chapter understands entrepreneurs as élite gatekeepers for their organisations. Further, one reason for focusing on entrepreneurs is that they exert the most significant influence on the behaviour of their enterprises, which can also be thought of as one defining characteristic of small and medium-sized enterprises (SMEs); in a sense they can be taken as personifying their organisations. For example, Spence has noted that ethical behaviour is most influenced by the attitudes by the SME owner/manager (Spence, 1999). The dominant position of entrepreneurs in their organisations therefore also renders them a relevant focus to review business friendship processes.

Further, entrepreneurship has been interpreted as an embedded, socio-economic process (Granovetter, 1973, 1985; Burt, 2005) and it has been argued that "… entrepreneurship must be understood contextually. It must be viewed within individual and social circumstances, since entrepreneurship is not simply an individualist pursuit but also a social phenomenon" (Brenkert, 2002, p. 10).

Moreover, the connection between social capital and entrepreneurship literature is attracting increasing attention, including an edition of *The International Small Business Journal* (2007, 25(3)). This research focus is relevant for examining business friendships because social capital can be viewed as "a social relational artefact, produced in interactions but [that…] resides in a network" (Anderson et al, 2007, p. 249). This chapter will take the view that forms of these social relations are business friendships and it is therefore reasonable to take the 'social' in social capital as referring to business friendships. Research from this perspective includes articles from Bowey & Easton which concluded that the use of reciprocity, particularly the trading of reciprocal favours, was the most prominent activity for building social capital relationships among entrepreneurs (Bowey & Easton, 2007, p. 294): these relationships can be thought of as business friendships. Anderson et al have also recently argued that entrepreneurship in SMEs was a socio-economic process: "it is through social relations, social interaction and social networks that entrepreneurship is actually carried out" (Anderson et al, 2007, p. 256). This conclusion accords with the findings of Davidsson and Honig (2003) who researched social capital and human capital among nascent entrepreneurs and argued that business networks were a significant social resource for start-ups.

To conclude, the social capital perspective highlights the persisting social realities of human interaction, including business friendships, and therefore rejects theories of entrepreneurship that stress atomised, impersonal relations of self-interested, profit-maximising economic agents who limit their trust to 'what they can get in writing'. Rather, from the social capital perspective, entrepreneurship is embedded in sociological phenomena, including business friendships, which have the potential to assist or impede economic performance, depending on the context. Thus, from a social capital viewpoint the logic of market exchange and entrepreneurial behaviour is subject to relational/friendship embeddedness.

Research approach

A qualitative approach was chosen as most appropriate for this research. This allowed for research sensitivity to context and to the participants' frames of reference. The research also emphasised the significance of the quotidian, taken for granted assumption that entrepreneurs share in the day-to-day social interactions in their firms. Further, as business friendships are 'situational', that is dependent on context, the research was conducted with reference to contingency factors, to offer "contextual understanding of social behaviour" (Bryman & Bell, 2003, p. 295).

The research ambition was to investigate "the details of the situation to understand the reality or perhaps a reality working behind them" (Remenyi et al, 1998, p. 35). Moreover, the epistemic direction was that entrepreneurship and social capital are social phenomena that can be understood within a social constructivist epistemology; this view also reflects Granovetter's conclusion that economic institutions (like all institutions) are socially constructed (Granovetter, 1990, p. 25).

The case study method was chosen for analytical purposes. The investigation was subject to continuous interpretation as the research evolved. Further, a descriptive framework was developed to offer initial themes for "fixing attention upon one or a few attributes" (Stake, 2000, p. 44), and a number of themes were identified to accord with the research propositions as detailed below. The understanding of case study research was drawn from Yin (1994, 2003) and Stake (2000). Stake defines a case in terms of being a "specific, unique, bounded system". Thus by this definition entrepreneurs and their SMEs can be identified as suitable for case study research, hence their popularity for small firm research (Curran & Blackburn, 2001, pp. 81-82). This definition also supports the research strategy of examining entrepreneurial views of business friendships in their day-to-day context. Moreover, the use of the case material was also instrumental to research entrepreneurs and business friendships as the cases were "examined mainly to provide insight into an issue or to redraw a generalization. The case is of secondary interest as it facilitates our interest in something else" (Stake, 2000, p. 437).

The primary form of data collection was face-to-face interviews that were subsequently transcribed. This interview material was then supported by additional sources of data, which included textual material as well as other sources of data that were deemed relevant to the research.

Research propositions

The research was guided by two propositions:

1. Entrepreneurs view business friendships as significant for economic and non-economic reasons

This proposition was based on literature that contends that for economic success entrepreneurs have to emphasise social aspects of their behaviour. For example, Burt has described entrepreneurs as network brokers (Burt, 2005) and in Chell's view the entrepreneurial personality has to be considered synoptically within an "interdisciplinary and multi-level approach to analysis", which acknowledges economic and sociological approaches (Chell, 2008, p. 266). Thus the proposition was based on the insight that entrepreneurs can be understood as engaged in a process that requires optimising their relational ties or business friendship and social credentials, usually referred to as networking.

2. The significance of business friendships for entrepreneurs is influenced by contextual factors

For example, an entrepreneur within an established firm will have a different view of business friendships from that of a start-up entrepreneur.

This proposition is based on a view of social connections and social capital that argues that contingent factors are significant (Coleman, 1990) For example, the network closure theory of Burt (2005) and Coleman (2000) argues that closed networks take time to develop. In consequence a start-up entrepreneur will have a different pattern of business friendship ties than an entrepreneur whose venture is well established. In sum, this proposition aimed to explore the significance of these contextual factors for business friendships.

Research sample

The research sample was selected from respondents who replied to initial inquiries. All respondents described themselves as entrepreneurs and were promised anonymity. The respondents were also either graduates of Leeds Metropolitan University or had attended training or educational modules offered by the University. The entrepreneurs' firms can be introduced as follows:

Table 1: Research focus overview

Age of firm	Size	Sector	Research data
2 years	Micro	IT/Consultancy	Int x 2 PP ID ED
5 years	Medium	IT/Consultancy	Int x 3 PP x 3 ID ED
5 years	Micro	IT/Consultancy	Int x 2 ID
2 years	Micro	Leisure and Hospitality	Int x 2 ED
2 years	Micro	Leisure and Hospitality	Int x 2 PP ID
8 years	Small	Leisure and Hospitality	Int x 3 PP x 2 ID ED
5 years	Micro	Leisure and Hospitality	Int PP ID
20 years	Medium	Leisure and Hospitality	Int x 2 ID
3 years	Medium	Leisure and Hospitality	Int x 2
10 years	Micro	Dental Services	Int x 2 ED
3 years	Micro	IT	Int x 2 Publicity material

2 years	Micro	Catering	Int ID
1 year	Medium	Transport	Int x 3 ID ED
2 years	Micro	Education	Int x 2 ED
1 year	Micro	Health	Int x 2

Abbreviations

Micro = EU definition (at **http://ec.europa.eu/enterprise/policies/sme/facts-figures-analysis/sme-definition/index_en.htm**)

Small = EU definition

Medium = EU definition

Int = face-to-face, semi-structured interview which lasted a minimum of one hour

PP = PowerPoint presentation

ID = internal documents

ED = external documents

Findings and discussion

Proposition 1

For the first proposition the research confirmed that the entrepreneurs valued their business friendships and the research data confirmed that most of the entrepreneurs viewed business friendships in both business and social terms. For example, Neil stated that: “Most people were making the best of a bad situation … You wouldn’t want to go down to the pub with these people but you were all in it together and tried to make the best of it”. He also regretted wasting so much time at networking events and said that from his experience the best approach to business friendships was to target the potential client’s IT users, as a first step to influencing that potential client’s IT decision-makers. However, he also stated that he kept ‘in touch’ with previous business connections that his firm had outgrown as these ties had developed into a ‘type of friendships’ based on shared start-up experiences.

Although most of the entrepreneurs categorised their firm’s connections and business friendships in business terms, at the same time they valued professional and social connections, in part because of the business benefits, but also for updating skills and the for the social benefits of interacting with peers. For example, Roberta described the social and professional benefits of “a peer group which met once a month in a pub restaurant which was organised by another dentist.” In part she joined this group because: “I mainly worked on my own and felt isolated ... I felt trapped when working on my own.” Roberta’s view was that although she worked with dental nurses and dental technicians as well as patients, she felt isolated in terms of being separated from other dentists. To counteract this sense of isolation she maintained contact with the BDA (British Dental Association) to “keep up to date with dental developments and for insurance purposes”. Roberta’s perception of being ‘on her own’ was also expressed by other interviewees who commented on the social isolation and loneliness of managing their own business, even though these entrepreneurs also interacted with an extensive number of customers/clients and other stakeholders. Thus network connections were not enough to fend off a sense of isolation; to feel connected these interviewees needed the support of peer networks of business friends.

Another example of the non-economic advantages of business friendships was commented upon by Simon, who valued the importance of strong friendship ties for their emotional and psychological support. In his words: "A group of people you know well and trust gives considerable support to the entrepreneur who could potentially feel isolated." Conversely, Simon questioned the value of maintaining weak ties. He considered these ties to be to individuals whom "you don't really want to know – just exchange pleasantries and move on". He also saw a downside; to paraphrase his words: "It takes more psychic energy to maintain these relations, given that you do not share much in common with these individuals." They therefore offered limited psychological support and in consequence presented an unattractive trade-off in terms of commitment of time and resources. Simon therefore rejected Granovetter's hypothesis on the value of weak ties (Granovetter, 1973).

Another way of viewing friendship connections was as a hybrid of business and social ties. For example, David is a preacher and recruited his staff from his congregation, as in his opinion they could be trusted. However, he did state that one of his congregation, who was also one of his staff, had recently been sent to jail for defrauding a pensioner of their savings. David confided that he was sure that she had been stealing from his business as well.

There were also a significant number of entrepreneurs who were explicit in keeping social and business friendship networks apart. For example, Martina was unequivocal that although her clients may have regarded her as a friend, she regarded them merely as a source to make money. Further, two entrepreneurs claimed they had no business friends and did not network: Nigel because of difficult family circumstances, and Jim because he did not feel it was relevant to his business. However, it is notable that Nigel thought his firm had probably lost out through the lack of business networks and Jim stated that his firm suffered through not "complying to the norms of business wisdom".

In sum, there were a range of approaches to friendship networks, with the entrepreneurs for the most part convinced that they offered a valuable business resource. However, integral to the business benefits were non-economic factors to do with humanistic and sociological factors. Further, the entrepreneurs were also driven by unconscious motivations which perhaps explained why they were at a loss to explain why they maintained these business friendships: these friendships offered no business advantage.

Proposition 2

For the second proposition the most significant contextual factors for business friendships were in terms of whether the firm was a start-up or more established. For example, one entrepreneur stated that he didn't know "how you could start a firm in the IT sector without experience and contacts". This view was reflected by the majority of entrepreneurs who relied on pre-start-up business friendships to launch their firms. Therefore the most common approach was to exploit social connections in the start-up phase, with a large sub-sector of the entrepreneurs relying on family connections and other family businesses' friendship networks.

However, there was unease at the blurring of different friendship networks and in most instances it was an aim to limit the overlap between social and business networks. For example, Neil had relied on his previous IT and social networks to establish his firm. He has also won a significant business deal from a social connection. However, he stated that he had not intended to win business through this social connection and afterwards had been explicit in stating how his firm had competed ethically in an open tendering bid process for the contract. The most egregious example of social and business networks merging was from Samantha, who networked at her own wedding to make connections with a kilt manufacturer, who she subsequently described as being a "sort of a mentor" for her events/hospitality start-up.

Another context mentioned was in terms of mixing work and pleasure friendship networks. For example, the most successful entrepreneur interviewed commented on an earlier failed venture when he had tried to go professional in a 'new Romantic' band: "My biggest regret was turning my hobby into a job. I ended up losing my hobby and some good friends. The lesson I took from this was never to mix a hobby and friendships with work!"

Finally, for this proposition the following instance is typical of the responses: Martina viewed her friendship ties as a fund of mutual assistance and she purposely set out to join as many organisations as possible that were relevant to her business to nurture new business friendships. Further, in common with the other entrepreneurs, during the start-up phase Martina relied heavily on business friendships established in her previous employments. She also noted that networking had not led to many contracts but she was convinced her high profile in these networks added to her credibility. Martina therefore acknowledged the connection between business credibility and business friendships.

Overview of research

Overall, the interviewees viewed their business friendships with a critical eye, and the following quotes illustrate their nuanced interpretations on the nature of their business friendships:

> *"Acquaintances sent Christmas card and later letters which I suspect were related to me writing a reference."*
> (Roberta)

> *"I see them mainly as colleagues. Another business owner is probably a professional friend. Always stay in touch. Mix with work socially, but not at a family/personal level."*
> (Jim)

> *"Closer to suppliers than customers as no big customers: suppliers are your blood, customers come and go."*
> (Nigel)

> *"Not as friends but want them to be happy."*
> (Julie)

Thus, the entrepreneurs approached business friendships in terms of being 'calculating' (Martina) and would avoid forming business friendships from a cost/benefit perspective. For example, Phil stated: "Suppliers and clients would be considered just that; but I would want them to think that it was more to the relationship than this." However, the research also revealed that the interviewees viewed relations based on a business perspective that acknowledged that it made business sense to form trusting relations: these business relations framed by a form of friendship were taken as more reliable and robust than business relations entirely predicated on the bottom-line. Therefore the business case involved developing and maintaining business friendships in terms of Aristotle's 'incomplete friendships for utility' (Schonsheck, 2000).

Further, the majority of interviewees claimed to be extremely busy and a number complained of cultivating business friendships that in retrospect they viewed as waste of their precious time. For example, Phil complained that he was continually being offered "general membership of different wholesalers who will annoyingly contact me with offers. As well as receiving annoying membership invitation to the 'Balloon Association' and the 'Play Providers' Association'."

Overall, the interviewees had a range of views on the value of business friendships and most observed that as they became more experienced they also became more discerning in their networking and friendship activities and willingness to enter into business friendships. All of the interviewees could see the business value in business friendships, though conversely the majority were able to recall friendships that were, in Phil's view, "a waste of time". Phil argued that business friendships offered:

> *"… no benefit to the company. I was expected to attend conferences and it's annoying that they send post and brochures. I have the contacts that I use and prefer to get recommendations for new suppliers etc."*

A number of the interviewees also avoided friendship events as they saw them as no more than cleverly disguised sales pitches. For instance, according to Jim he avoided making business friendships to miss “alumni stuff, places where I will be overtly sold services and products”. He was however willing to join “broad groups of professionals including the British Computer Society” which he thought offered the opportunity to forge more productive business friendships.

Further, on deeper probing, the entrepreneurs were characterised by an instrumental approach to joining professional, trade or other organisations, as a step towards business friendship. Thus, if there was an obvious business case for making business friendships by joining a trade or professional network, then entrepreneurs were enthusiastic to join for these commercial benefits. For example, a number of the entrepreneurs had won awards related to membership of organisations, including sector awards such as VOWS (a wedding planner award). Rob also stressed that joining professional organisations and developing business friendships was often an insurance requirement. He also stated, in a tangential way, that membership of professional organisations and developing business friendships offered insurance benefits in terms of keeping entrepreneurs informed of the latest legal developments.

However, there was also a distinct ‘rugged individualist’ perspective among the entrepreneurs. For example, according to Lee there was bound to be “more a sense of achievement if you do it off your own back” and in consequence Lee avoided forging business friendships.

In sum, the entrepreneurs favoured an instrumental view of business friendships, with the majority of them being enthusiastic to form business friendships if there were significant business advantages. However, the perspective on friendship was also framed by the understanding that it was imperative to establish their firm’s reputation for professionalism, and an aspect of this professionalism was not being taken as a ‘soft touch’. Thus there were a number of examples of entrepreneurs who were explicitly unwilling to accept favours from business friendships, in case these favours were later called in at a time that was more costly than the benefits accruing from the original favour. For example, Jim recalled that he regretted accepting an opportunity to supply a larger firm which was presented to him as ‘special opportunity’ by a business friend. The result of the ‘favour’ was that he was now too reliant on the large firm: at one point he stated that he had become no more than an ‘outsourced contractor’ and as a result his precious independence had become more theoretical than real.

Conclusion

Overall, the data generated illustrated one of the difficulties of researching entrepreneurs as they are such a diverse population. However, the following conclusion can be offered. First, in terms of business friendships there were a range of views, with the most prevalent approach being framed by a rational choice perspective. This rational calculation or ‘business case’ calculation towards business friendship utility corresponds with James Coleman’s rational choice modelling of motivation (1990), and contradicts the embedded view of the economy as elucidated by Polanyi (1944/2001) and Granovetter (1985). However, the research also identified a sub-theme of actions that were not driven entirely by rational utility, but rather can be thought of as being motivated beyond a rational choice explanation, which can be termed the ‘personal case’. For example, many of the interviewees described how they relied on previously established business friendship networks to help launch and establish their firms. However, most of the interviewees also stated they felt uncomfortable relying on these networks as business failure risked destroying established networks which were often valued for offering non-rational social and emotional interactions. How far then was it rational to rely on these networks? From a business perspective, relying on friendship networks, especially during start-up, could be an entirely rational option, but this rationality was rejected by the majority of interviewees. Further, a number of entrepreneurs stated that they kept a strict divide between their business and social networks precisely because they were not prepared to take the risk of diluting their social friendships with commercial imperatives that were necessary for business friendships. It is also significant that the entrepreneurs who did rely on pre-start-up networks also stated that they had aimed to establish new firm-specific business friendship networks as soon as their start-ups had become established. Thus they were motivated to reduce the risk of failure to the earlier friendship networks by exposing them to commercial pressures for the shortest time possible.

In general terms, the rational choice approach to business friendships was relevant, but offered an overly focused, narrow view of motivations for explaining business friendships. For example, when discussing start-up processes a number of interviewees commented that in retrospect they had taken extraordinary risks. For instance, Neil stated that 'buying out' his previous corporate division had been "a long-shot, a gamble", and Andrew regarded operating in Dubai as fraught with difficulties, as in his view "the odds were always weighted towards the locals". Overall, from a rational action perspective there were many instances when a rational choice explanation of motivations would fail to explain entrepreneurial choices. To be sure, the entrepreneurs regarded themselves as rational, but at the same time their network and business friendships were also predicated on their emotions, individual preferences and also on a proclivity to rely pragmatically on lessons learnt from their own idiosyncratic business experiences.

Moreover, the research supported this chapter's embedded socio-economic perspective, which contends that it is reasonable for economic actors (entrepreneurs) to pursue both the business and personal case; that is, for them simultaneously to pursue economic as well as social and non-economic resources including sociological, emotional and symbolic returns. Thus, entrepreneurs consider it reasonable to pursue wealth creation; but also feel it is worth pursuing sociability, status, prestige and social esteem as these are central social motives. These findings therefore accord with Lin's conclusion that there is a relational aspect of exchange, with market-based exchange containing both economic and social elements (Lin, 2001, pp. 143-142).

The entrepreneurs therefore exhibited a socio-economic understanding of the market, which rejected a purely economic understanding of commercial exchange and entrepreneurship. For instance, the positive benefits of business friendship were described at length and included reduced transaction costs, access to valuable contemporary and context-specific information and to valuable referrals or leads. Further, entrepreneurs gave examples of business friendships which created openings for business opportunities, as well as developing the absorptive capacity (Cohen and Levinthal, 1990) to exploit these opportunities. Business friendships were also described as permitting the enhancement of favourable trading terms. Intangible assets processes, such as developing trust and reputation among an organisation's stakeholders, were facilitated by social ties with business friends who could provide mechanisms that worked to enforce or 'police' social, market and contractual obligations. These mechanisms served to provide social sanctions against wrongdoers. Thus confidence in transactions was enhanced beyond contractual and legal remedies, as wrongdoers were assumed to face social opprobrium and the potential of being ostracised by their friendship network.

In conclusion, this chapter has reported on research into business friendships that confirms that entrepreneurs are motivated by a rational, utility-maximising 'business case'. However, to ascribe all their motivations to economic rationality is to offer an overly narrow view of entrepreneurs and their perspective on business friendships. For the full picture, the complementary 'personal case' that is motivated by the emotional, sociological and unconscious 'humanistic' motivations needs to be included in any entrepreneurial canvas.

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Inspiring spaces for inspiring enterprise

Victoria Harte & Jim Stewart

This chapter provides details of empirical research on the 'new' learning space at Old Broadcasting House (OBH) and also documents details of the activities that have taken place there. In this chapter we celebrate the outstanding work of the Institute for Enterprise and its involvement in the design of activities that have taken place in OBH. The space itself was conceived and designed as an innovative facility to support the work of the Institute, with a specific focus on enterprise education.

We have found no current literature that makes specific reference to or provides research that supports the notion of the physical learning space as a place for enterprise pedagogy. Gibb (2002) briefly touches on the subject, but from the perspective of how the entrepreneur learns in his/her environment and not in the context of higher education. We believe that our space at OBH is a place for enterprise pedagogy both from a practical and theoretical point of view. However, of most value and impact is the practical application of enterprise teaching and learning. Therefore, this chapter will discuss the types of activities that we believe implicitly or explicitly constitute enterprise teaching and learning and how they support the enterprise pedagogy within the context of the space. We will also discuss the activities within the context of a critical literature review and the methodology through which we obtained our research data.

The space at OBH is what is termed a 'new' learning space, in contrast to 'traditional' spaces such as classrooms and lecture theatres. It was designed to offer non-traditional learning opportunities to students and staff to widen their approaches to new forms of assessment, learning and teaching. We classify 'non-traditional' as an approach that does not involve a lecture theatre or a traditional classroom layout with rows of tables and chairs. The main space at OBH can be configured in numerous flexible ways, including a layout similar to that of a tutorial room, or set up for small groups working in parallel. There are also two further rooms: one can be set up in a traditional classroom style or can be configured more flexibly into a horseshoe style, and the other is set up as a boardroom with a large table and chairs.

While the space is referred to as the 'Enterprise' learning space it is open to anyone and has been used by many people both within and outside Leeds Metropolitan University. Although this chapter focuses solely on the enterprise activities, the evaluation of the space included its use for both non-enterprise and enterprise-related activity. In our evaluation we did not seek to determine whether activities were explicitly enterprise-related or not, because much enterprise activity is implicit. In some respects, interpretation was significant in analysing data to determine whether an activity was enterprise-related. Furthermore, since we were ourselves employees of the Institute for Enterprise we had some prior knowledge of some of the events and were involved as participants in some of them.

Events that have taken place in the learning space included assessment, learning and teaching (ALT) activities, ALT enterprise activity, student exhibitions, external exhibitions, Enterprise Week, student conferences, the Student Enterprise Conference, FAILTE (the Festival of Assessment, Innovation, Learning, Teaching and Enterprise), external speakers' events, masterclasses, technology-driven events, PR events, competition launches and the International Entrepreneurship Educators' Conference.

Research design and methods

Hunley and Schaller (2006) offer some general guidance on assessing the impact of learning spaces in universities. They suggest a need for multi-factor and multi-methods research designs. Among the factors identified are programmatic as well as instructional, or learning and teaching, issues. The former refer to institutional and 'meta-level' issues such as density of usage. The latter refer to achievement of learning outcomes at a range of levels, including course and individual. In the case of 'new' as opposed to 'traditional' learning spaces, Hunley and Schaller argue the need to include an assessment of technology as well as standard features. That advice is particularly relevant to OBH since the space is intended to facilitate and support informal and technology-based as well as formal learning. Our research design sought to assess the impact of the space primarily on formal and technology-based learning. It also applied the advice on multi-methods. Hunley and Schaller suggest a mix of the following methods:

- surveys
- focus groups

- interviews
- photographic studies.

We utilised two of these: surveys and interviews. In addition, and as an alternative to photographic studies, we undertook observations of the space in use for a variety of purposes which encompassed formal and technology-based learning. Photographs were taken of OBH in use to depict the activities that took place, but not for the purposes of a photographic study. Some brief detail of our design is discussed in the following section but for the purposes of this chapter we shall only briefly describe the methods employed to obtain the data. It is not our intention to discuss all the data relating to the non-enterprise activity. We do, however, as described above, discuss a number of enterprise learning activities that have taken place in OBH.

Surveys

The design of the evaluation questionnaires was informed by a small-scale review of the literature. Users of the space were emailed with a request to complete an online questionnaire. Respondents were identified as organisers/facilitators, i.e. session leaders, or as participants at learning events in the space, and each received a separate questionnaire. Each of the two questionnaires had the common features of requesting background information on the nature of the event and a mixture of forced choice and open questions. Questions of each type focused on the use of technology in the space, the space itself and items to do with use of the furniture available, and the role of each of these in the achievement of the intended learning outcomes of the event. Questions were aimed at capturing data exclusively on respondents' perceptions and opinions of the space based on their experience as users and so did not include any assessment of actual learning outcomes achieved.

Interviews

A number of semi-structured interviews were undertaken with session leaders, face-to-face and by telephone. Our brief for the interviews mirrored topics in the survey questionnaire and similarly aimed to capture data on perceptions and opinions. The purpose in this instance was to gain a richer understanding of the experience of a range of users, including the reasons for their perceptions and opinions.

Observations

Each researcher undertook a number of observations of activities with the agreement of session leaders: the activities included ALT assessment activities, an open source technology event, an event on ALT and technology in enterprise and a podcasting event linked to ALT activity. In the case of some observations we were also participants in the event and in others we were non-participants. In the latter, being unobtrusive was not a problem because of the layout of the space, which is relatively open with occasional minimal thoroughfare traffic. Nevertheless, we took this factor into consideration. The structure for recording observations was for the observer to write a narrative account of his or her observations, together with basic data on the type of activity, numbers involved, room and furniture arrangements, and activities engaged in, as well as our impressions of the engagement of participants, how they interacted with the physical environment, the role of the facilitator and the outcomes achieved.

Limitations

We have drawn primarily on observations and face-to-face interviews for the findings discussed in this chapter. However, there is one limitation that we need to acknowledge in relation to our research design, which relates to the observations. Observations are of course notoriously difficult to undertake without affecting the activity and people being observed (Bryman & Bell, 2007). The mix of participant and non-participant observations is an additional complication and we are unable to identify or account for the influence of that difference. That said, the researchers' ability to be unobtrusive and blend themselves into the activities would have resulted in minimal influence on the participants. There were some activities where students were making presentations as part of their ALT assessments that may have been affected as a result of being observed, particularly in relation to their presentation performance. However, our observations were about the space and not the quality of presentations. Furthermore, we are not seeking to make claims for the actual impact of the space on learning outcomes at any level. We have analysed and observed the perceptions, opinions and physical behaviours of a range and number of users and, based on that, reach some conclusions as to the efficacy of the space as a place for enterprise learning, reported at the end of the chapter.

Critical literature review

Introduction

We undertook a critical review of literature on the subject of learning spaces and selected a number of texts to provide a historical context. We are unable to present the full review here but what we have reviewed covers a period beginning in 1971 and illustrates how the discourse on learning spaces has changed over that time, how writing on the subject has gained momentum and how the subject matter has become more sophisticated with the coalescing of learning and cognitive theories within the context of the literature on learning spaces. However, this has also made the subject somewhat more complex and has resulted in many authors making criticisms about learning spaces without providing any reference to evidence-based research.

While there has been research on learning spaces for over 30 years, the last ten years or so have seen an increasing amount of interest in the use of physical space for educational purposes at all levels from primary to higher education (Woolner et al, 2007; Temple, 2007). The focus of this work extends from examining the rationale for a growing interest, through how to design learning spaces, to what new learning spaces should look like. We use this broad differentiation to structure our review of the literature.

Impetus for attention to space

The first piece of literature we make reference to is Whisnant (1971), though there are other writings at this time and earlier. This particular article is interesting as it draws our attention to space and makes observations on issues discussed today such as fragmented learning spaces. Whisnant highlights the fundamental separation in US universities between living and learning embodied in dormitories and distances to campuses where the teaching and learning takes place. He suggests that such spatial boundaries are barriers and have a direct bearing on the form and quality of education the students receive, their life in the dorm and their experience in the physical classroom. He raises a very pertinent point that has not been explicitly discussed in any of the other literature we reviewed but is relevant here as it refers to a model that the UK has also adopted, certainly within the last ten years where university living accommodation, in the majority of cases, is not on campus. This opens up a gap in the literature and research on whether students' travel to and from campus does in fact have an impact on their learning.

Banning & Canard (1986) put forward the notion of student development and how physical environments play a major part in this. They suggest learning is complex and further argue that "among the many methods employed to foster student development, the use of the physical environment is perhaps the least understood and the most neglected". They go on to say that "the interest and training of most student development personnel is almost entirely focused on 'person' rather than 'environment' or the ecological relationship of 'person and environment'". This proposition is further supported by Griffin (1990) who suggests that the physical environment plays a role in the formation of human behaviour, a suggestion postulated on the research and evidence of person-environment theorists (Moos, 1987). These writers draw attention to the role of all spaces and not just those where what we might call planned learning occurs, especially in relation to enculturation (Griffin, 1990; Chism, 2002). For example Griffin (1990) suggests that students' enculturation into the norms of higher education will not be successful if the physical environment is not considered.

This call for more attention to physical space has been heeded; for example in his review of the literature on research in this area, Temple (2007) additionally argued that designing space in a university needs to extend beyond thinking about 'classrooms'. He also argues: "we need better understanding of the role of space in the dynamics of creating more productive higher education communities … and its connection with learning and research". Work such as this has clearly established the relationship between space and learning and teaching. Our main interest here, though, is in space where planned learning occurs and we use a contrast between what we call 'traditional' space such as lecture theatres and what we call 'new' space such as OBH.

The focus on traditional versus new learning spaces is argued to be associated with a shift to student-/learner-centred learning and teaching which in turn is used to justify the argument for new and different styles of learning spaces (SHEFC, 2005; JISC, 2006). Chism (2006, pp. 31-32) suggests that the changing demographics of students also dictate a change in the type of learning space on offer because of the increasing numbers of under-represented groups, including diverse ethnic cultures, older students, students blending work and learning and students with disabilities. In addition, Millennial and 'Net Generation' students (see Oblinger, 2003) demand social spaces and access to technology. Some of the preferences of Net Generation students are: small group work spaces; access to tutors, experts and faculty in the learning space; table space for a variety of tools; integrated lab facilities; and IT highly integrated into all aspects of learning spaces.

These developments are often characterised as a move from 'the sage on a stage' to 'the guide by the side'. This implies a different role for universities and lecturers, characterised as a shift from an 'instruction paradigm' to a 'learning paradigm' which has changed the role of the higher education institution from 'a place of instruction' to 'a place to produce learning' (SHEFC, 2005, p. 9). The need for this new role is typically associated with advances in knowledge and understanding of learning processes which inform claims that academic staff need to become 'facilitators' of learning rather than 'instructors' imparting knowledge (Long & Ehrmann, 2005). We now briefly examine those theories.

Theories of learning

In simple and general terms the move to student-centred learning and new learning spaces is supported by a move away from 'transmission' models of learning associated with education and instructional design to theories developed in social and cognitive psychology. The main current theories of learning drawn on are those labelled 'cognitive', 'constructivist' and 'social' learning, exemplified by the work of Kolb (1984, 2005a), Vygotsky (1978), and Bandura (1977) respectively. Their main relevance to our study is that they inform and claim to justify different approaches to and methods of teaching. Some of the common labels attached to these approaches and methods are experiential learning, enquiry-based learning and collaborative learning. What is drawn from the theories is an understanding that humans learn through a variety of processes. Some of these processes are summarised by work cited in the SHEFC report (2005) as follows:

- learning by reflection
- learning by doing
- learning through conversation.

These processes clearly suggest that active, collaborative and social methods of learning and teaching are likely to be more effective than the transmission model of a traditional lecture and so the case is made for methods such as problem-based and collaborative learning. A potential problem is that the claimed knowledge and understanding of learning drawn from these theories and theorists cannot yet be accepted as valid, even if it seems to be settled as such in much writing on learning and teaching in HE. Scott (2009) for example claims that the available empirical evidence fails to support the argument that methods like problem-based learning and discovery learning are more effective than explicit instruction, i.e. the transmission approach. This is particularly true, according to Scott, for novice learners. She also argues that the theories which support these 'new' approaches and methods actually misread and misunderstand the work of earlier theorists and in particular the work of Piaget (1969). Furthermore, in the literature that we have reviewed, little has been reported on the details of evidence-based research, leaving the literature to be mostly nothing more than anecdotal offerings. For our purposes here, it is clear that there is a direct connection and line of argument between learning theories, methods and space. This can be summarised as the following syllogism:

> *Theory X (e.g. constructivist learning) means method Y (e.g. problem-based learning) works; method Y (e.g. enquiry-based learning) needs type Z (i.e. new) space; therefore space type Z is needed and will work.*

Any weakness in the validity of theory X will of course weaken the argument in favour of space type Z (in this case new spaces different from traditional spaces). Argument and debate on the validity of theories will be settled by empirical research that may grow as more new learning spaces are emerging and being evaluated. We hope our chapter will make a small contribution to the debate. A major focus of current research is the design and use of new learning spaces and so we now turn to some of that work.

Design of learning spaces

A great deal of the literature focuses on designing spaces in relation to who should be involved, what spaces should not be (i.e. not a traditional classroom) and what they should be. The literature also points out that aesthetics should be considered as well as equipment such as technology, tables and chairs. However, there still appears to be no single 'best' design but perhaps one overarching principle which Temple (2007) addresses succinctly: the physical learning space should meet students' learning needs; in other words, students should be the priority when designing space. This can be considered further by referring to the work of Oblinger (2005) and Bickford (2002) who propose that the design of a learning space should be underpinned by the philosophy of the institution, which is in most cases maximising the quality of the student experience. However, this somewhat aspirational viewpoint may be in conflict with other institutional priorities such as 'income generation' and 'maximising surplus', which is the underlying philosophy associated with the mass delivery models of HE. This therefore somewhat dilutes the importance of the students.

Design also has to take account of social as well as physical factors at the macro, or organisational, level as well as at the micro, or 'classroom' level (Temple, 2007). As Temple notes, "impressive new buildings on their own are no guarantee that improved learning will be achieved" (2007, p. 73). This argument fits with analyses that focus on the notion of 'learning environments'. In this work attention is drawn to the interaction of factors such as physical, social and cultural environments (Woolner et al, 2007) or the physical, intellectual and social environments identified by Moore, Powell and O'Rourke (2007).

A number of arguments are made in relation to the micro level of actual learning spaces. Brown and Long (2006) claim to have identified three recent and current trends: deliberate design to support active and social learning; an emphasis on human-centred design; and widespread ownership of (technological) devices that enrich learning. The report by the SHEFC (2005) suggests a need for seven types of new learning spaces which reflect each of those trends:

- group environments – to facilitate small groups who can all face each other and use technology individually and collectively
- simulated environments – to provide a similar physical context to the workplace, e.g. hospital wards or school classrooms
- immersive environments – an example is what is known as Highly Interactive Virtual Environments (HIVE) which utilise, for instance, large or multi-screens and surround sound to deliver intensive sensory stimulation
- peer-to-peer and social learning – seminar rooms are a traditional example while more recent examples, especially of social spaces, include cyber and internet cafés
- learning clusters – groups of spaces providing for varying modes of learning; a large room with a number of syndicate rooms is a 'traditional' example which is now more likely to be a large room surrounded by informal and/or social spaces
- individual learning spaces – this refers to increasing the number of workstations available for casual and informal use. It also encompasses use of mobile technologies or 'portable space'

- external space – here the campus environment is considered and argued to need spaces and facilities that promote both individual reflection and social learning; e.g. tables and benches as well as well-maintained grounds.

Each of these different environments will demand different designs. Brown and Long (2006) argue the need for what they term a 'learning activity analysis' to inform the design of each new space, which could be considered somewhat rhetorical. To be in a position where a space can be provided for specific learning activities would be pure luxury in most modern universities. Many new spaces that are designed today are required to be used by multiple disciplines. Both theory and research suggest some general principles that have some relevance to the design of learning spaces of all types. Bickford (2002) places great importance on the collaborative process that should involve all stakeholders in the design process and discusses a small sample of stakeholder theories postulated by various scholars which, she says, can "be adapted to describe the relative importance and legitimate claims of groups in the life cycle of the planning for, development of, and maintenance of campus physical learning spaces" (Bickford, 2002, p. 45). She suggests that this should happen with strong leadership, using a number of studies as examples, and even suggests that distributed leadership could be an option. Bickford lists the many people involved in learning space design but it is often those who use it most who currently have the least involvement in the design process. The key message from this article is that staff and students should be more involved in designing learning spaces, and this is a message which is reinforced to some extent by the SHEFC and JISC reports already cited in this chapter.

However, in the current economic climate and with the decline in university funding, any institution involved in building new spaces will also find itself asking the question "How can we make this space pay for itself?" This leads to thinking about renting out the space and generating revenue via external activity. Thus the economics of higher education come into play. Institutional managers may demand higher usage of space. In turn this leads to a need for better planning and management of space (JISC, 2006). It is clear therefore that the social process of managing universities cannot be divorced from the design of learning spaces and that pedagogy is not the only or even the primary consideration in the dilution of student as priority. The impact of any learning space in use will also be affected by similar issues, since costs associated with heating, lighting, acoustics and maintenance of learning spaces are a significant item in recurring as opposed to capital expenditure. The literature seems to be clear that these features of the 'senses' of the physical environment, whether in a traditional lecture theatre or the newest and most innovative learning space, have an impact on the effectiveness of any method of learning and teaching (JISC, 2006; SHEFC, 2005), although the recent work on schools by Woolner et al (2007) suggests that the position on such features is equivocal. In contrast, Oblinger (2005) suggests that these features should not be considered in the design of space. There is no clear research base to provide evidence on, for example, what levels of lighting and heating are optimal (Strange & Banning, 2001). Woolner and her colleagues (2007) make the point that there is probably a minimum standard for features such as heating, lighting, air quality and acoustics below which learning and other desirable impacts of learning spaces are likely to be adversely affected. Therefore the costs of maintaining an ambient physical environment are a significant factor in space design.

A final but crucial factor affecting design is developments in technology which are intended to stimulate as well as support student learning (SHEFC, 2005). The main forms of technology having this impact are wireless infrastructures which enable e-learning and m-learning plus blended learning, where students simultaneously and/or sequentially undertake learning in the virtual and physical world (Milne, 2006). In the case of new as opposed to traditional learning spaces, Hunley and Schaller argue that:

> *"Comprehensive assessment of learning spaces addresses the use of physical space that accommodates formal as well as informal and technology based learning."*
> (2006, p.13.3)

Philip Long (2002) used the 'Moore's Law' theorem to contextualise the rate at which technology is changing society and then applies it to the construct of higher education. Universities are equipping students with computers that challenge both imagination and ideas on learning. This contrast between the human capacity to learn and the radically expanding growth of computational power provides a focused lens through which we can view our increasing sense of connectedness and the implications for higher education. One of these implications is clearly the integration of space and technology and the symbiotic relationship between the two in support of learning and teaching.

Summary

This brief review of the literature informed our research design and highlighted the sorts of factors about which we sought data from users of OBH.

Discussion and findings

Here we discuss a small number of case studies of the enterprise activities that have taken place in OBH. We have chosen those that reflect the concept of enterprise education and to some extent the mission of the CETL in embedding enterprise education. We also include activities that have raised awareness of enterprise education with many participants, not just students. It is this, we believe, that underpins our hypothesis that the learning space at OBH is a space for 'enterprise' learning and one where prevailing and evolving pedagogies can be applied to the delivery of the practical and theoretical aspects of enterprise pedagogy itself.

Case 1: The International Entrepreneurship Educators Programme

The International Entrepreneurship Educators Programme (IEEP) was developed by the National Council for Graduate Entrepreneurs. It is specifically designed for enterprise educators who create entrepreneurial outcomes for others who teach enterprise in higher or further education or who are seeking ways of awakening entrepreneurship in students and staff in their subject areas. The course aims to build knowledge and skills by applying wide-ranging approaches and tools to becoming an effective entrepreneurship educator; to deepen an understanding of the venture creation and management process; to demonstrate entrepreneurial leadership capacities in an educational context; and to increase the potential of participants as future leaders in entrepreneurship education. The programme is accredited and is supported by the Higher Education Academy and the Ewing Marion Kauffman Foundation.

Participants typically meet every three months at venues around the country. Delivery at OBH started with 31 participating academics from across the UK and Ireland. Module 1 involves a high level of group work and utilises a range of new pedagogic techniques including debate, drama, drawing, discussions, feedback and reflection. These methods are supported by and derived from the theories discussed in our literature review. The flexibility and informality of the space, in contrast to a traditional lecture theatre, also enabled use of these methods. This is an example of the benefits of 'new' learning spaces claimed in the literature, for example in JISC (2006) and SHEFC (2005).

IEEP prides itself on the use of 40+ pedagogies, both utilising and demonstrating progressive teaching methods. The underpinning philosophy of the programme is based on an action, experiential and situated approach to learning. The programme engages participants in group, small team and personal development opportunities with clear tasks to embed personal learning in the participants' working environment.

A comment from the IEEP facilitator about the content and delivery suggests that OBH is a learning space that supports application of the constructivist learning theory of exploration and discovery: "[the] heuristic content drove [the] decision to use OBH". Furthermore, the programme does, we suggest, fit with the concept of JISC's 'evolving' pedagogies of student and tutor-led activities in flexible learning modes which are described as "progressive teaching methods" by the IEEP facilitator.

In relation to the suitability of the space, the IEEP facilitator believed OBH was an excellent space for the delivery of enterprise education: "Evaluation from IEEP (participants & facilitators) is high – OBH remains an innovation in enterprise education design and delivery".

In summary, despite not reporting empirical data from actual participants here, our research illustrates that this activity and use of the space suggests support for the argument that new learning spaces can have some advantages over traditional spaces. However, it is possible to apply similar pedagogies in traditional spaces and so the case is not yet fully convincing. It is clear, though, that OBH as a learning space did contribute to the success of this activity.

Case 2: I-Camp – Innovation and Enterprise Module

David Griffin and Jackie Campbell from the School of Computing redesigned a standard module delivery for the Innovation and Enterprise module into an innovative teaching and learning model. I-Camp was a week-long activity held in OBH which involved the students developing a product and then turning it into an enterprise. There are 700 students on this module drawn from music, multimedia and computing degree programmes. The event was somewhat different from the previous year and the course leaders decided to develop the module around the space. The new design would also provide instant 'interim' feedback to the students before they went off to complete their final assessment at the end of the semester. David and Jackie produced YouTube videos set in the actual learning space that showed the students around the space and explained what would happen on the day. The videos were available to the students prior to the event so they could visualise the space in relation to what they were being asked to do. This is an example of integrating technology both as a space and with use of physical space referred to in some of the literature, and also of a 'blended learning' approach. Students opted to attend for one day during the week, and on the day were introduced to enterprise, attended workshops on concepts related to enterprise, worked in groups and with their peers on developing their product or concept, and finished with a presentation about their product and how they would make it enterprising.

Despite the changing landscape from classroom to learning space, an innovation in teaching and learning of this kind is still rare. The module used the non-traditional delivery that the space hoped to engender to introduce students and staff to new forms of assessment, learning and teaching and so is an excellent example of OBH achieving its intended purpose.

Case 3: FAILTE

FAILTE is an acronym for the 'Festival of Assessment, Innovation, Learning, Teaching and Enterprise', and is the Irish word for 'welcome'. This one-day event was organised by the Institute of Enterprise as part of Leeds Metropolitan University's Celtic Festival. The audience numbered approximately 40 and was a mix of visiting academics and students from Northern Ireland and the Republic of Ireland as well as staff and students from Leeds Met, including some of the Enterprise Pioneers, and guests from AISHE, the All Ireland Society for Higher Education.

The aim of the day was to celebrate, communicate, stimulate and generate approaches to assessment, innovation, learning, teaching and enterprise that impact on the student learning experience. The event offered presentations on enquiry-based learning, posters and hands-on sessions by the Technology Enhanced Learning (TEL) team at Leeds Metropolitan University using varied technology; further presentations introduced discussions on enterprise education and explored enterprise and employability. Local and international perspectives were represented.

The hands-on technology sessions were extremely valuable and illustrated the potential of the space, in particular the combination of the space with the technology. Three hands-on carousel sessions were held in parallel in the same space where technology specialists gave a presentation about the use of technology in their assessment, learning and teaching, and provided an opportunity for the delegates to try out or experience that technology. Demonstrations included the use of mobile technology through mobile phones/PDAs in the assessment of heath professionals; the use of 'clickers' which can be used in a variety of ways and for a variety of ALT settings and purposes; and the creation and use of podcasts in ALT settings. All participants were provided with laptops and were able to interact with the technologies for themselves. Having full technology available in each of the side spaces, including screens and laptops connected to projectors, significantly improved the operation of this session. This activity illustrated how technologically driven activities that require interaction with live feeds and weblinks enabled all participants to take part in the active learning scenario set up for them.

It is also a clear illustration of the benefits of planning for the use of technology-enabled learning when designing physical learning spaces, as called for in much of the literature.

One of the keynote speakers commented that:

> *"Old Broadcasting House was an inspiration, demonstrating how a well-designed environment can support and stimulate learning through technology, space, seating, flexibility and even write-on table cloths. The event modelled good practice while it communicated it."*

Case 4: Enterprise Week

Enterprise Week is a celebration of enterprise with activities, workshops, research and guest speakers. A key part of the 2008 event was 'Enterprise in the Curriculum' day which brought staff and students together. It was a blend of the familiar and unfamiliar for the staff and students in that they had to work together in groups to make connections, cross-pollinate ideas in relation to the curriculum and cross-Faculty disciplines. The objective was to inspire each other, be thought-provoking and generate ideas.

Case 5: Student Enterprise Conference

The Student Enterprise Conference was an original key objective agreed on in Phase 2 of the Institute for Enterprise CETL bid and was to be a conference for students organised by students. Through the work with the Enterprise Pioneers it was established that it was appropriate to task Events Management students to organise the activity as part of their assessment. Therefore a brief was agreed and six students were recruited. The students' task was to organise the event while referring to the brief as a foundation to work from and to make decisions about what would happen and how the day would look. The main key points from the brief were that the student conference had to:

- relate to enterprise
- be accessible: all students at Leeds Met were eligible to attend
- be 'inclusive' and 'experiential'
- be informal and fun
- not be characteristic of a normal academic conference
- be organised by students for students.

The key objective of the day was that students who came to the conference went away with a skill – the opportunity for them to learn something tangible was the primary purpose.

Once the six students started to work with the CETL team the organising of the conference became a negotiated process. This was because the students were extremely creative and had many excellent ideas for the activities but the CETL team filled in the gaps, in particular providing the personnel, for example the resident entrepreneur. Regular meetings between the students and the CETL team ensured things were running smoothly and to plan.

The main ethos of the conference was that it shouldn't look and run like a typical academic conference, so the students came up with the idea of a 'marketplace'. This meant that there was no formal structure. Students could drop in at a time convenient to them and so didn't miss sessions. There were no keynote speakers or presentations. Students were asked to pre-register so that they could just turn up without registering and some did just that.

Various activities ran throughout the day and were in zoned areas around the learning space:

- A 'bedroom entrepreneur' – a student who runs a number of enterprises from his bedroom. He spoke to the students about what and how he does what he does.

- Frii-Spray – a student entrepreneur showcased his 'Frii-Spray' product to budding entrepreneurs to try out to get creative with possible ideas for branding. Frii-Spray is a guerrilla infra-red graffiti installation developed by the Jam Jar Collective. It uses a custom infra-red spray can, a projector, a Nintendo WiiMote, a computer and open source software. A back projector on a screen or large pane of glass such as a shop front or large window allows the user to create digital graffiti using the custom-made spray can.
- A creative techniques area offered activities around creativity and problem-solving.
- Social Enterprise – a local entrepreneur who runs a social enterprise in a poorer area of Leeds sells fruit and vegetables at affordable prices via a local market to the residents on one day a week. A bicycle delivery service also operates to meet the needs of residents with mobility problems to encourage the residents to buy the fruit and vegetables. Fruit and vegetables are sold at very affordable prices.
- Inventure – the student enterprise society spoke to students about social networking with the message that it's not just for 'men in suits'.
- Leeds Met alumni – a former student, now an entrepreneur with her own bar in Leeds city centre, provided non-alcoholic cocktails for a 'Babble at the Bar' at the café area of the learning space. This was to encourage students to network and get them chatting to each other.
- Busking – a student played background music throughout the day and also talked about legal busking as a way to make money.
- The Institute's own Entrepreneur-in-Residence was on hand to take questions and give out practical advice about running your own business.

The event was designed to be about enterprise but in an informal way that the students would warm to, not in a formal pedagogic way, which can sometimes be a barrier rather than encourage learning. As a student-organised event the conference did illustrate enterprise pedagogy in the sense that the student organisers acted independently, were creative, took some risks and achieved a clear goal and reward. Similar messages were communicated to student participants too in that they acted independently in deciding when to attend, had to be creative in the way they engaged with the various opportunities and possibilities presented by the 'marketplace', and would benefit most if they arrived with a clear goal. Thus, the conference could be argued to have been a true enterprise activity which was directly enabled and supported by the physical space and facilities of OBH.

A few final points that reinforce the concept of a students' conference are that: the marketing and logo for the conference were designed by a student as part of a design competition; the six students who organised the conference also ran it on the day; prior to the event the student organisers went out into different parts of the University and ran roadshows to raise awareness to students; and all feedback was positive. The only negative comment was that one of the students didn't get to meet the resident entrepreneur, because he was so busy.

We are confident in our assessment of this event and many other events held in OBH that the space is a prime platform for the delivery of and design of enterprise teaching and learning.

Conclusions

In conclusion, the learning space has proved to be a popular venue with many communities such as academics, students, senior management and external speakers. Most importantly, students are benefiting from the flexibility of the space and the possibilities it opens up for assessment, learning and teaching, especially in relation to enterprise. This raises the significance of the learning space as a platform for the teaching of enterprise. This is still a highly contested concept and one which creates many challenges for a learning and teaching model for enterprise. Furthermore, the arguments for and against the transmission and constructivist models also challenge assessment, learning and teaching pedagogy itself, even without the challenges posed to enterprise pedagogy. Finally, we can say that the learning space supports both the transmission and constructivist models of learning and teaching, as has been shown by the types of events and activities that are held there. However, in relation to the strong messages coming from the literature in favour of the constructivist theory, we are unable to say that the constructivist model will improve student learning or the use of the learning space itself. What it will do is enable students to experience a new form of learning that they may not experience in traditional spaces. Our final point is that a learning space such as this is a valuable and integral support to classrooms and other types of learning spaces: it provides a significant contribution to and is a serious contender in the design and delivery of enterprise pedagogy.

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Victoria Harte & Jim Stewart

Develop. Evaluate. Embed. Sustain: enterprise education for keeps

Victoria Harte & Jim Stewart

Project aims

The main aim of this project is to provide evidence-based research to enable and aid the sustainability of enterprise education curriculum in Schools and Faculties at Leeds Metropolitan University through a model of evaluation. The key underpinning aim was to undertake exploratory research to investigate our suggestion that contextual factors are central to evaluations undertaken on enterprise education and the entrepreneurship education curriculum. Current approaches to evaluating such curricula are commonly based on questionnaires distributed en masse to students and while they are designed to evaluate impact they are also done on a generic, global basis and are not 'specific' to the module or its content. This, we argue, is not a suitable approach for evaluating such curricula.

Background

The Institute for Enterprise's mission was to embed enterprise education across all subject disciplines within Leeds Met and over the five-year lifespan of the Institute. It is evident that enterprise education comes in many different guises from formalised mainstream curriculum, extra-curricular offerings, implicit curriculum, project-based and more newly emergent forms of curriculum (evolving pedagogies). The role of research in the Institute was to evaluate the impact of the formalised mainstream curriculum on students' learning. The approach adopted to evaluate the mainstream curriculum was longitudinal, using a specifically designed, existing questionnaire, but our experience of using that instrument resulted in the decision to change that particular approach.

Therefore this project was developed as a consequence of a longitudinal study, initially undertaken in the Institute for Enterprise, which attempted to evaluate students' experiences of enterprise and entrepreneurship education. The study subsequently focused on looking more closely at 'contexts' rather than using a less focused, broad brush, generic method. The experiences associated with the longitudinal study prompted us to go back to basics and revisit the literature on enterprise and entrepreneurship education and as a consequence we changed the project design. Three key factors prompted the change to the project and research design: these were that: (1) enterprise education is not always explicit; there are elements of it that are implicit, suggesting that students don't always necessarily know that they are the recipients of enterprise education, or that curriculum that is enterprise education is not always called that; (2) to assess any impact of such curriculum on students' learning, evaluations need to consider these implicit and intangible elements; (3) in the light of these two findings we concluded that enterprise education is not the same as entrepreneurship education.

We suggest that assessing impact is done most effectively by assessing the intangible and implicit elements in the context of important inputs and outputs from the module, such as module learning outcomes, learning and teaching inputs, assessment methods, and the teachers' own perspective, and placing these firmly within the subject discipline, the latter being the key context.

We decided to test this proposition and undertake a project to assess relevant 'contexts' prior to undertaking any evaluation with a view to enabling the embedding and sustainability of enterprise curriculum.

Process

Update literature review

Revisiting literature produced some interesting findings but more importantly supported what we were thinking in terms of enterprise education being similar to but nonetheless very different from entrepreneurship education, and that for enterprise education, contextual factors were important in evaluation.

Following this we decided to undertake evaluations of two very different modules from different subject disciplines and evaluate them in complete contrast to each other, not using the same evaluation methods. One of the modules was explicitly enterprise education, based in the Business School, and the other was a Database module from the former Innovation North Faculty (now the newly formed Faculty of Arts, Environment and Technology) but had no explicit enterprise related learning outcomes or curriculum content, so from the students' perspective the module had nothing to do with enterprise. However, the module team for the latter module intended to produce enterprise-related outcomes through particular assessment, learning

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and teaching approaches and methods. This intention was not articulated to students, so the connection of module outcomes with enterprise was implicit rather than explicit. The implicit–explicit notion is an important factor for contextual evaluations since if the context is not taken into account many examples of implicit enterprise education will be missed.

Individual modules

The module from the Business School was 'Business Enterprise' and is situated within the Strategy and Business Analysis subject group in the Faculty of Business and Law. It aims to enable students to develop the appropriate skills and knowledge to contribute effectively to the creation of a small business with prospects for long-term survival and growth. The module is core and delivered at Level 2 on the HND Business course.

The Database module was not explicitly aligned to enterprise education and no aspect was deemed to be explicitly 'enterprising'. However, the lecturer for this module decided that she wanted to change the way students thought about their approaches to databases and how they solved complex problems by making the learning more challenging. Students at Level 3 benefited from a case study that demonstrates the importance of database concepts via an intriguing and problem-based approach (see the case study 'Introducing a 'forensic flavour' into the teaching of databases' by Jackie Campbell et al earlier in this book). Through this approach, students developed a range of enterprise and employability skills including effective communication, decision-making, team working, problem-solving and 'real-world' application of theory. They also increased their motivation to learn and built their confidence.

Methodology

The evaluation tool was designed around the individual contextual factors for each module and so was different in each case.

Business Enterprise

The Business Enterprise module contextual factors were the module learning descriptor, learning outcomes, an assessment of the learning and teaching inputs and a discussion with the lecturer about his own contexts and perspectives for the module and how he would like the module evaluated. We designed a detailed five-point scale questionnaire to capture student responses based on the module contextual factors. The questionnare was context-specific to the Business Enterprise module only. By designing the questionnaire in this way we were able to evaluate the module to produce results that had 'real value' and would 'add value' in sustaining impact because any modifications or improvements made to the module would be context-specific.

Database

The Innovation North module was very different. After a discussion with the lecturer it was apparent that the module, with its slight modification, was clearly intended to enable and enhance students' enterprise and employability skills but without them being aware of this intention. We agreed that a different approach to evaluation was necessary and that the use of a questionnaire might interfere with the implicit nature of the lecturer's approach. Therefore, it was agreed that the evaluation would be conducted through a series of focus groups. We attended two key sessions where the students had come together for tutorial support for a final assessment and administered our evaluation during the session. For the evaluation model we devised just two questions to ask the students about particular aspects of the module outcomes and processes. In order to focus on enterprise outcomes the students were briefed for the first time on the meaning of enterprise and asked to respond to one question on enterprise-related skills. The questions were:

- What skills do you think you have learned (developed, improved)?
- What activities helped with this?

Although very simple, the questions were designed to be similar to the types of questions asked on the questionnaire used for the Business Enterprise module, i.e. learning outcomes and teaching inputs. Despite this evaluation being quite basic and light touch in comparison to the quantitative approach for Business Enterprise, it has still returned some very interesting and valuable responses. This sample of students in particular appears to be very alert and knowledgeable about what they have learned and how on this module, which can only be attributed to the module content and teaching inputs, as is evidenced, particularly for the latter. The qualitative responses are discussed in more detail in the results section.

Results

Business Enterprise

The results for the Business Enterprise module were clear and factual. The results can be obtained from the CETL website at **http://www.leedsmet.ac.uk/enterprise**, but we summarise them here.

The design of the questionnaire was based on actual learning and teaching inputs and module content. This design and approach have produced extremely useful results that have the potential for real impact on the sustainability of this module within its subject discipline. The results are both positive and constructive on a number of aspects relating to module content and the learning and teaching inputs. Furthermore, the qualitative data have triangulated the quantitative data by illustrating specific areas identified by the students that they particularly liked, disliked or suggested for improvement.

Key results from the quantitative data are listed below and in almost all cases exceeded the 50% mark in response to the 'moderate, significant and high' points in the scale.

The student responses illustrated that they were able to:

- demonstrate a critical understanding of specific components of a business
- identify, develop and assess factors in relation to enterprise and entrepreneurship
- develop, understand, analyse and construct components in relation to business enterprise
- demonstrate a taxonomy of enterprise skills and attributes.

In discussion with the lecturer about the type of quantitative and qualitative feedback from the evaluation and the relative points of these, he is positive about the results and has made an assessment of the findings with a view to implementing some changes to both the module content and the learning and teaching inputs to take effect in the academic year 2010-11.

Databases

The results from the Database module were in complete contrast to those for Business Enterprise owing to the subject discipline, the implicit nature of the concept of enterprise education in this instance, and the evaluation method applied. This dataset is qualitative and by definition more interpretivist because of the evaluation method and the informality with which the method was applied.

The first question produced a list of qualitative responses from the students that describe what they have learned. It is interesting to note that the responses are a mixture of learning outcomes met in relation to the subject discipline and module content but also skills and attributes learned as a consequence of the module. An example of some of these are in Table 1 below:

What skills do you think you have learned (developed, improved)?

Table 1: Qualitative responses to Question 1

Learning outcome	Skills/attributes
Data analysis	Working together; working alone
Data mining	
Data warehousing	Module has helped build confidence
Database developing skills	Gained the ability to merge SQL and PHP
Using/working with Oracle Apex	Reading around subject and putting work into context; reading skills
SQL and SQL scripts; improved SQL skills	Developed research skills
More advanced SQL skills	Improved my reporting skills
Uploading files from Excel to Apex	Communication skills
PHP	Control and maintenance of database applications

Database scheme logic	Creating systems to monitor and update information
	Using different tools
	Learnt a lot about a lot of things
	Managing my time better and properly; time-keeping
	Problem solving
	How to use better tools to research on parts of the module I did not understand
	Project planning

The second question, which related to what helped students learn, provoked the kinds of responses we were looking for. The evidence that the types of teaching inputs, considered here as activities that helped them by the students, is excellent and shows the variety and mix that have enabled the students' learning. One of the objectives of this implicit enterprise approach was to enable students to learn through 'real-world application of theory' and in conjunction with the responses in Table 1 and the references in Table 2 relating to practical sessions, working through scenarios, case studies and use of discussion boards, suggests that this approach has added value to this module and had a positive impact.

What activities helped with this?

Table 2: Qualitative responses to Question 2

Teaching Inputs	Skills/attributes
Tutorials	Teamwork
Tutorial exercises	Managing time for this and other modules
Good tutorials that support lecture material	
Lectures	
Support sessions	
X-stream	
Email feedback	
Practical sessions	
Working through scenarios that require understanding of advanced methods	
Tutor support when needed	
Good feedback	
Use of discussion boards	
Books to read	
Emails to tutors	
Practical exercises in general and the ones we had during lectures	
Case studies	
Tasks and assignments	
Library online	
Student portal	

Students' knowledge of enterprise education

In briefing the students on enterprise it was clear that they had no prior knowledge and many did not gain a sound understanding from the short briefing given, described above in Methodology. This is evident from some of the responses which focused on technical content and skills. The lecturer, as discussed above, did not explain enterprise as a concept to the students at the beginning or during the module because of the implicit nature of the enterprising approach that she had implemented.

Lecturer's feedback on results

We asked the lecturer, in relation to the implicit nature of the enterprising approach she implemented, if what the students said about what they had learned fitted with the learning outcomes, and she believed they did. She noted that the students' comments illustrated that they felt they had improved in time-keeping, problem-solving and research – these were implicit learning outcomes.

We also asked if she believed that the qualitative responses fitted with her perception of enterprise and employability skills. Her reply was a resounding 'Yes'.

Finally, we asked her whether the statements in the responses differed from what she would have expected from a previous group where this new approach had not been applied. Again, she confirmed that they did, and that with previous groups the teaching was more prescriptive and they were not aiming in any way to develop 'enterprise skills'. The fact that students had identified these skills was a positive result – however, whether they did so because they were prompted is unknown.

Outputs

For the Business Enterprise module the outputs are tangible and explicit in the form of an evaluation tool (questionnaire) that can be used in the future to evaluate the module.

Unlike the Business Enterprise module, the outputs for the Database module are less tangible (no questionnaire), although nonetheless significant in terms of impact. The evaluation method adopted for this module can be applied again because for this module the essence is in the data and their interpretation in their implicit sense. However, we have identified a limitation to this approach which is discussed in the section on research limitations, relating to feedback from students concerning any positive or negative aspects they identified.

Impact

The notion of cyclical evaluations

We would suggest that explicit enterprise education already in the curriculum has less need to undergo cyclical evaluation, purely because its explicitness places it more firmly within the mainstream curriculum, giving it a natural longevity. That said, there are other notions to cyclical evaluations that aid such a curriculum, for example by keeping it up to date. First, enterprise education is very creative and needs to be kept brimming with new and evolving ideas and practice. Furthermore, individual lecturers would also benefit from involvement in the evaluation by applying a reflective and reflexive practice approach. Such an approach will highlight the lecturers' own context, such as pedagogic practices, and how they view the subject of enterprise education within their teaching practice in their own disciplines. These are features that should be applied to an explicit as well as implicit curriculum.

It is implicit approaches that we suggest would benefit most from the cyclical evaluation approach. We propose that the cyclical evaluation is like the 'action research' research method, whereby a process of investigation, evaluation, reflection and reflexion enable the constant renewal of a topic or subject. This approach can be easily and appropriately applied to evaluating implicit enterprise education.

Furthermore, project-based curriculum initiatives are also in danger of short-termism due to short-term funding streams. The Institute for Enterprise has funded numerous project-based enterprise education curriculum initiatives with the hope and desire that such projects should be embedded into the mainstream curriculum. The use of the cyclical evaluation approach can also be applied to the project-based curriculum, once the project holder has successfully acknowledged the project as mainstream curriculum and it becomes part of a wider programme such as an undergraduate degree. The evaluation approach will, as described above, help to embed it and place it firmly within the curriculum.

General conclusions

We have a number of conclusions that relate to the design of the evaluations and the concept of enterprise education itself, as well as the actual results.

In general, these evaluations have proved very useful for a number of reasons. Most importantly we have highlighted the added value and impact these modules have had on the students, which is a good base to start from when assessing the need for any improvement or change as a consequence of a module evaluation. However, the most distinct feature of this piece of research is that our conceptual proposition of designing evaluations that are underpinned with the correctly identified contextual factors can and do have a direct impact. We believe that these individually designed evaluations have more impact on maintaining degrees of sustainability than would a global, generic evaluation. The key difference is that any feedback from the respondents can be directly related to the actual module content and teaching inputs and is specific only to those contexts. Global, generic evaluations (questionnaires) that are distributed via a blanket approach can only generalise about particular aspects of the curriculum and not be specific about important contexts. We can see real results from the contextual approach.

In relation to the notion of cyclical evaluation and our proposition that the cycles will sustain enterprise education, we are unable to say categorically that this will be the case, purely because time constraints have not allowed us to undertake a second evaluation of each module. However, based on the results we have had from the two contextual evaluations we have done to date, we believe that our notion and proposition are both sound approaches that combine together in a duplex model: 'cyclical evaluation of contextual factors'.

Evaluation design

For both these modules and their evaluations the results have been extremely positive and while very different in approach, both have added value and had an impact on the modules themselves and quite clearly on the students also, as is evident from their responses.

One difference between the Business Enterprise module and the Database module evaluations was that the latter did not ask the students about the positives and negatives of the module, although the module leader's own evaluation addressed those questions. This can be considered a limitation. The evaluations were designed to be very different and the Database module is not necessarily any the lesser for this lack of data. However, this can be viewed as a limitation to the proposition of contextual cyclical evaluation for the sustainability of enterprise. The main reason for the limitation is that student feedback, both positive and constructive, should be used where appropriate and necessary to improve the embeddedness and sustainability of enterprise education, and even more so with implicit approaches.

What is enterprise education?

Despite our research and emergent findings on the notion of implicit and explicit enterprise education, there is still a debate about what it actually is, with the implicit notion muddying the waters even more. We know enterprise education can be mainstream, extra-curricular, implicit, project-based and an evolving pedagogy, and that it differs for subject disciplines, but the intangibility of it does pose this quandary. Is it purely the implicit nature of some enterprise education that confuses us? Other questions that have yet to be considered are:

- Can implicit approaches be taxonomised, considered or called enterprise education?
- Is enterprise education by definition explicit?
- How do we refer to enterprise education when we are dealing with students?
- Is 'enterprise education' the best name? Does the phrase confuse students? Should we say 'enterprising'?
- Is there a word that crystalises the concept? Creative? Innovative?

Limitations

Lecturers undertaking a cyclical evaluation of their individual modules need to consider a number of things, particularly in relation to the number of times they evaluate and the time frames in which they can implement any changes as a consequence of the evaluation results and any student feedback.

If done cyclically, the evaluation can only reflect and apply the results of a single cohort at any one time. This is an important point for evaluation purposes but individual teachers should consider what changes, if any, they make based on results and student feedback, whether quantitative or qualitative. There are a number of ways this can be approached:

- Undertake evaluations on an annual basis rather than on a semester basis. This will enable realistic but manageable changes to be made to module content, learning and teaching as a consequence of the results.
- Should semester evaluations be undertaken, then any changes made to the module as a consequence can be applied annually to allow for comparisons between the datasets taken at semester time points. The risk of this approach is that momentum may well be lost.

Victoria Harte & Jim Stewart

Contributors

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Tim Deignan is an independent researcher, consultant and trainer. He worked as a lecturer and manager in the post-compulsory education and training sector for ten years before going freelance in 2000. Tim acts as a consultant for a range of clients in the public and private sectors, working on projects at local, regional, national and international level. His work typically involves modelling different values and perspectives on complex issues in order to improve system performance. His interests include sociocultural theory, learning support and education reform.

Victoria Harte is a Research Officer in the Human Resource Development and Leadership Research Unit (HRDL) at Leeds Metropolitan University and was formerly Research Officer in the Institute for Enterprise Centre for Excellence in Teaching and Learning. From 2002-05 she was a Research Assistant in the Human Resource Development Unit, researching various HRD issues such as lifelong learning; adult learning; organisational learning; micro-businesses; and small and medium-sized enterprises. She then spent five years in the Institute for Enterprise undertaking research and evaluation of enterprise education, entrepreneurs and entrepreneurial activity in relation to curriculum design and assessment, learning and teaching. Victoria has extensive experience of designing and conducting research studies in enterprise, entrepreneurialism and education, including longitudinal projects. Her work on the design of evaluation studies has been published across Europe. Victoria returned to the Faculty of Business & Law in May 2010 to take up her role in the HRDL.

Jon James is a Senior Lecturer at Leeds Business School, Leeds Metropolitan University. Jon is a former member of academic staff at Durham Business School where, in addition to his teaching and supervisory responsibilities on the MBA programme, he devised and directed business support programmes for, and delivered consultancy to, companies in the North East. Jon also has substantial experience as an independent consultant in directing research projects supported by the European Union. Jon's research interests include corporate strategy, strategic marketing, small business and enterprise.

Brian Jones is a Senior Lecturer at Leeds Business School, Leeds Metropolitan University. He taught in schools on Teesside for six years. He worked as a Research Officer for the Education and Skills Analysis Branch of the UK Government's Employment Department. He previously lectured in Industrial Management at the University of Bradford. Prior to his current post Brian was Programme Director: Vocational Education at Durham Business School, University of Durham where he secured funding and managed a range of enterprise education programmes and projects locally, nationally and internationally. Brian's research interests cut across business, management and the social sciences.

Sally Jones is a Centennial PhD scholarship student based in the Centre for Research into Higher Education at Leeds Metropolitan University. She recently submitted her thesis on *The Gendering of Entrepreneurship Education in Higher Education*. On graduating from Huddersfield Polytechnic in 1991 she worked for several media, training and ICT-based micro-businesses in roles including video editor, multimedia trainer and women's ICT business adviser. She continued studying part-time and gained a PGCE in Post-Compulsory Education and Training in 2001 and an MSc in E-learning in 2003. Since 2000 Sally has managed several successful ERDF, ESF and HEIF-funded business support and training projects in the further education, higher education, charity and voluntary sectors. She has a research interest in gender and post-compulsory education issues – especially in the teaching and learning of enterprise and entrepreneurship – and in gender and business ownership generally.

Rebekka Kill is Subject Group Leader for Film, TV and Performing Arts and a University Teaching Fellow at Leeds Metropolitan University. She is also course leader for the MA Creative Enterprise and Director of the Festival Republic partnership. She manages a complex curriculum area with undergraduate and postgraduate provision in Film and Performing Arts. She also works on projects, brokers cultural partnerships and student engagement opportunities, and generates third stream revenue on behalf of the University. She is an active researcher in visual and performing arts practice, regularly making art and performance. She also has a broad range of publications and has been funded twice by the AHRC. Her PhD research is on 'Academic Identity in the Arts: Dialogue, Co-existence and a Pedagogy of Potentiality' and parts of this have already been published. In 2010 she took 220 students to Leeds, Latitude and Hove (in Norway) festivals. These students worked across 20 different projects including stage management, media internships, performance and film.

Paul Manning is a Senior Lecturer in Strategy at Leeds Metropolitan University. Before joining Leeds Metropolitan Paul worked as a lecturer at Northumbria and Liverpool Universities. Paul has recently published journal papers on knowledge management and social capital theory, as well as writing a chapter on corporate fraud for a book examining the recent financial crisis. Paul's research interests include social capital theory, network theory, knowledge management, and entrepreneurial learning processes.

Jackie Mulligan is a Principal Lecturer in the UK Centre for Events Management at Leeds Metropolitan University. Jackie has worked with the Centre since 2005, delivering modules on Entrepreneurship and Business Development, Innovative Fundraising, Marketing, PR and Sponsorship within the events and festival sector. Jackie has also conducted research and written papers and articles related to employability and training as well as events tourism and marketing. She leads business development activity in the Centre and supports enterprise development within the Carnegie Faculty. Jackie has co-ordinated support for festivals and New Year's Eve events across the UK and has undertaken consultancy and training projects to support the creative sector regionally.

Karen O'Rourke was an Academic Developer in the Institute for Enterprise Centre for Excellence in Teaching and Learning at Leeds Metropolitan University. Karen was the Victoria University of Manchester and UMIST Student Enterprise Officer from 2000–01 and went on to a post as Research Assistant for a National Teaching Fellow, pioneering problem-based learning in Literary Studies. She has been lead project officer on an externally-funded staff development project on 'Capacity Building for Enquiry-Based Learning' across six higher education institutions in the North West. From 2003–05 Karen acted as Curriculum Development Officer for the University of Manchester's Teaching and Learning Support Unit and was a key member of the successful CETL bid-writing team. As Associate Director for the Centre for Excellence in Enquiry-Based Learning she developed and managed a range of innovative teaching and learning projects, led a staff and student development programme, and co-edited a series of case study publications.

Alison Price is Director of Educator Development at the National Council for Graduate Entrepreneurship. She works directly with faculty staff to support curriculum change and develop the role of the educator as a key driver within the development of an entrepreneurial university. Prior to this, Alison was Head of Enterprise Education at Leeds Metropolitan University, establishing and providing academic leadership to the Institute for Enterprise. Alison has over a decade's experience of enterprise teaching and curriculum development gained from working within Russell Group and post-'92 universities, which has been enhanced by insight gained from the MIT entrepreneurial programme at Sloan Management School. Alison is also Visiting Professor of Enterprise Education at Liverpool John Moores University, and serves on the Board of The Women's Organisation, as Chair of the Trustees for the Merseyside-based women's economic support centre.

Sue Smith provided academic leadership for enterprise education at the Institute for Enterprise until September 2010. She now works within the Centre for Learning and Teaching at Leeds Metropolitan University. After a clinical and management career in the NHS, she moved into higher education and most recently worked as a Principal Lecturer and Teacher Fellow in the Faculty of Health at Leeds Metropolitan. She has been the lead researcher in a diverse range of research projects focusing on problem-based learning, group working and interprofessional learning in health and social care. She has published widely in the fields of education and health. She has a strong interest in social enterprise, student-centred learning and creative, interactive learning approaches.

Jim Stewart is Professor of Human Resource Development (HRD) in Leeds Business School where he leads the School's DBA (Doctorate of Business Administration) programme and is also Director of the HRD and Leadership Research Unit, in which he directs a research project on developing talented leaders, with support from a number of employer partners and sponsors. Jim is a leading researcher and writer on HRD with 14 published books as well as numerous chapters, articles and conference papers. He has conducted research funded by the EC, UK Government, UKCES, LSC, ESRC and CIPD as well as employers in all sectors of the economy. His interest in enterprise is based on his work on small and medium-sized enterprise development and on higher education as a site of HRD practice. These interests were brought together in Jim's two years' secondment to the Institute for Enterprise where he worked with Victoria Harte on projects evaluating the impact of enterprise education and the use of innovative social learning spaces in enterprise education. Those projects also involved researching the efficacy of research designs and methods.

Laura Taylor is course leader for the BA (Hons) Film and Moving Image Production at the Northern Film School at Leeds Metropolitan University, having been joint course leader for the FdA Film and Television Production course for several years. She teaches across all courses in the Northern Film School, specialising in sound, work-based learning and employability. Her background is in location sound recording. Her broadcast credits include the BBC, Channel 5, ITV Yorkshire and the Discovery Channel, and she specialises in factual television programmes. She has also worked professionally in live television, post-production sound and commercial and community radio. For the past three years she has worked with the BBC alongside staff and students at the Latitude and Leeds Festivals as part of the Festival Republic partnership, and is currently working with colleagues from Leeds Metropolitan and the University of Leeds as a film-maker for an AHRC-funded scheme, 'Beyond Text'. She is also a member of the Institute of Broadcast Sound.

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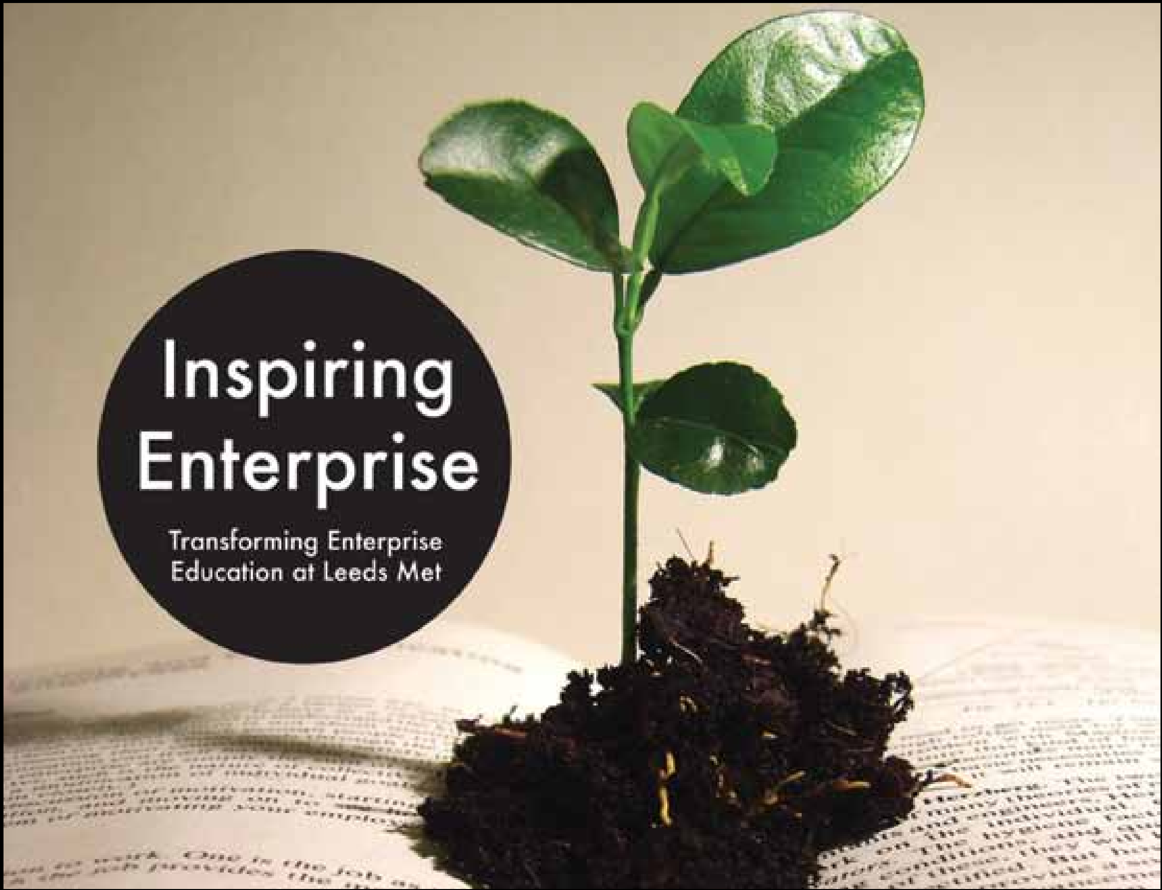

Leeds Met Press
Leeds Metropolitan University
C512 City Campus
Calverley Street
Leeds LS1 3HE
Tel: 0113 812 9257
Email: publications@leedsmet.ac.uk
www.leedsmet.ac.uk/publications

Cover designs: The designs were produced by Leeds Metropolitan University students in a competition for Enterprise Week in November 2008.

Front cover: Aimee Capstick

Back cover: Julie Williams

ISBN 978-1-907240-22-5